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"A REPORT ON THE ACTIVITIES OF THE 1958 MONTANA HIGH SCHOOL GRADUATES ENROLLING IN COLLEGE, AUTUMN 1958."

Montana State Department of Public Instruction
Guidance and Counseling Services
Helena, Montana

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CORRECTIONS AND ADDITIONAL REFERENCE

p. 8	Line 8, should read "Table XXX".
p. 19	Line 1 should read "page 20".
p. 34	First line should read "table XVIII", 3rd line "table XVII". Third paragraph, first line should read "table XVII", last line "table XVIII". Fourth paragraph, 2nd line, "table XVIII".
p. 42	Title should read "Institution of First Enrollment". Line 1, paragraph 4, should read "in publicly controlled universities".
p. 45	In using table XXIII, data concerning students returning for second year college, comparable data for beginning enrollment is in table III, p. 14.
p. 46	Table XXXIV, comparable enrollment data is given in table XVI, p. 18.
p. 49	Table XXV, comparable data for original enrollment is given in table V, p. 15. Footnote reference should read "table III".
p. 53	Table XXVII: Data used was determined by subtracting the number of students returning in 1959 (table XXIV, p. 46) from number originally enrolled (table VI, p. 18), and dividing number not returning by original number. For example, from tables cited, men in public universities, original number 760 - 568 (number returning to college) = 192/760 = 25.3%.
p. 56	Lincoln county data (figure 8) should read 32-29 19-24 Lake county data should read 33-17 for first-year enrollment.
p. 69	Second diagram should read "Non-sectarian Liberal Arts, Men".
p. 70	375+ enrollment, grades by quarter rank totals should read, 1 5 5 1 12, with 2nd quarter B in C column.
p. 81	Yale University was omitted from list of non-sectarian private universities.
p. ii,3,7	References should be included in the bibliography.

FOREWORD

The principal purpose of this study has been to obtain information concerning the college enrollment, retention, and first year success of Montana High School Graduates.

Definite information is needed concerning the factors involved in determining college enrollment, retention, and success. These factors relate to the local community, elementary and secondary schools, the colleges attended, cultural, political, and economic conditions in the State.

No adequate answers to the problems involved in college enrollment, retention, and college success can be made without reference to the above influences. Stated in another way, reliable information is needed concerning the following areas which have not been approached or are merely touched on in this study. Information is needed in regard to the effects of:

1. admission and retention policies of colleges
2. present college facilities, services, and activities
3. the proximity factor, or geographical location of students relative to college towns
4. effects of "social" promotion or promotion without regard to mastery of basic educational skills
5. suitability of curriculum at the high school and/or the college level
6. quality of instruction at the high school and/or college level
7. adequacy of guidance, counseling and advisory staff at the high school and/or college level
8. motivational influences on the student from family, school, community, and other agencies
9. financial problems involved in attending college
10. the marriage factor, particularly in relation to women
11. financial problems involved in financing school programs at local, county, and state levels

Some useful references to research concerning the above factors have been included in the bibliography. One of the more useful sources of information, a survey made by staff members of the U. S. Office of Education, in cooperation with the American Association of College Registrars and Admissions Officers, using a sample of 147 cooperating colleges, gives important information concerning the "extent and character of retention, transfer, and withdrawal of undergraduate students in a group of representative institutions of higher learning."*

The local community and high school have responsibilities which determine the local contribution to college enrollment. Guidance and counseling programs and proper curricular offerings are essential for additional college enrollment and retention. Curricular offerings must be such as both to furnish the necessary training and to create a desire for further training after high school. Guidance programs are essential for proper placement or wise choice in the high school and the college program. Proper training in high school and proper placement for college training are primary factors for which each school and community should be responsible.

In considering placement, it is logical to assume that the top student from high school will be better satisfied and more successful in an institution stimulating his abilities scholastically; that the mediocre student will or should develop in an institution with a program geared to his level of abilities; and that the lower level student with special abilities will fail in an institution which stresses academic aptitude, but may suceed in an institution which stresses work in the areas to which he has definite aptitudes.

---

*Iffert, Robert E. Retention and Withdrawal of College Students, Bulletin 1958, no. 1. U. S. Department of Health, Education, and Welfare, Office of Education.

ACKNOWLEDGEMENT

The data included in this report was obtained through the assistance of guidance personnel and administrators of high schools in Montana and represents contributions from all the public schools and from sixteen non-public schools.

Indispensable assistance was obtained from the registrars of all Montana Colleges and from registrars of out-of-state colleges* (listed in the appendix) in getting additional information concerning retention and grade point averages of students attending college.

Considerable assistance was obtained from other staff members of the State Department of Public Instruction.

DOLF JENNINGS, Field Supervisor
Guidance and Counseling Services
State Department of Public Instruction

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*College. The term college or institution will be used throughout the paper, in a general sense, to designate universities, teachers' colleges, liberal arts, junior colleges, or other institutions considered in the report, unless specific reference is being made to a definite type of institution. Specific reference to a particular type of institution will be based on the definitions given in the Office of Education publication "Retention and Withdrawal of College Students", or on the type of enrollment in a specific institution if enrollment is limited to one to two students in that particular institution.

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A REPORT ON THE ACTIVITIES OF THE 1958 MONTANA HIGH SCHOOL GRADUATES ENROLLING IN COLLEGE, AUTUMN 1958

INTRODUCTION

The present study was made in an attempt to answer objectively some of the many questions asked concerning the number and quality of Montana students enrolling in college, grades earned, retention, and other factors involved in the success of these students.

It is hoped that the information to be presented can be useful to high school and college counselors, and that the data can be used for comparison with local data in constructive evaluation of local students and local programs. Considerable difference of opinion and general disagreement regarding the relative merit of programs and standards, both in high school and college, make it important that objective information be compiled concerning those factors related to the educational development of Montana youth.

Accurate information in regard to college enrollment, retention, and relative success as shown by college grades, can be useful in assisting students considering college enrollment, as well as being useful to local schools in evaluating their present program as it pertains to their students in high school and to their graduates in college.

The present study has utilized information from all Montana High Schools concerning numbers and per cents of graduates enrolling in colleges, quality of these graduates as determined by high school rank and grade point averages; information from colleges concerning first year grade point averages and some placement test data from units of the University of Montana. An attempt has been made to determine from this information, analyzed on the basis of sex differences, differences in size and types of high schools, and on the basis of differences in types of colleges, some factors influencing entry and success of first-year college students from Montana High Schools.

Grade point averages and class rank are indicators of college possibilities and can be used in predicting college success. Consideration of these by size of high school and type of college can give a better indication of their possibilities as predictors. It must be understood, however, that it is not the grades that students make in high school that indicate possibilities for success in a given college or type of college, but the relationship of these grades to the grades earned in college. If there is no strong relationship, high school grades or high school rank have little meaning in relation to college success.

We must warn also that too ready generalizations should not be made concerning the data presented. Grades and retention are narrow measures of student success. We do not intend to assume that only graduates profit from college, nor that students with low grade point averages have not gained something from their college experience. We cannot assume that poor retention or low grades is the fault of any single factor, individual, group, or type of high school or college.

Again, the division into size of high schools and type of college used in the study is not an attempt to level criticism at any group but is used as a means of ascertaining facts about each of these groups, and determining differences. Again, too ready an assumption concerning the narrow area discussed can lead to false conclusions. For example, small high schools send a lower per cent of students to college and have a lower retention rate. This lesser college enrollment and greater drop-out from small schools is not necessarily a problem developing from the size of the school or breadth of curricular offering. It is definitely a community problem, possibly reflecting the level of general education in the community, community attitudes and values, and the greater difficulty students have in leaving the comparative security of the ranch or the small community for the large and strange environment of the college community. Also, inducing talented youth to attend college from rural areas is not a Montana problem alone; it is a problem of schools for rural youth over the entire nation. Berdie states that "Farm youth apparently differ from other youth in their aspirations and record of attainment of higher education."* He discusses a survey by Cole in which 32,750 seniors in a sample of public schools were tested, of which group 30% were identified as having the ability to succeed in college. Only 38% of the farm boys had plans for college, whereas business and professional groups showed much higher percentages.

Berdie also states, in regard to another study, "Haveman, who studied 9,064 college graduates, shows a similar picture. He found that while 36% of the U. S. population was on farms when the study was made, only 10 per cent of the college graduates had come from farms."*

Havemann and West, in regard to this same problem, state: "While economic factors, distance or residence from the college or university, and other factors may be in part responsible for these differences, all who work with farm youth should recognize the need for helping them to understand their potentialities, to set career and life goals that will make it possible to use their abilities, and to make plans for their educational and vocational future."**

In other words, the data in this study is intended to be factual rather than critical. Recognition of the facts can assist in a more constructive attack of the problems. With rural opportunities diminishing for the "surplus" of youth reared on the farm or ranch, and with the marked development in technology as applied to agriculture, will the pattern change and our rural youth seek the advantages of the general or specialized training offered in college?

*Berdie, Ralph F. After High School - What? Minneapolis: University of Minnesota Press, 1941. p. 8

**Havemann, Ernest, and Patricia Salter West. They Went to College. New York, Harcourt, Brace and Co., 1952. p. 9

There are indications that they will and that schools and communities see the need. Improvement of curricular programs and the increase in guidance services, particularly in the larger high schools in rural areas, are indications that these schools see the need and are attempting to meet the problem.

Related data from other studies and other areas of the United States concerning size of high school and scholastic attainment in college often show inconsistent findings. Inconsistencies appear in comparison of the data for Montana students, for the class of 1957 and 1958. Further studies of Montana High School graduates can have definite value in giving insight into the questions concerning the relation of high school and college success for Montana students. The need for information is apparent. In discussing these needs for college bound students, McCleary of the National Registration Office, states:

> "Secondary schools everywhere are becoming acutely aware of the need to articulate with institutions of higher learning," aware of the fact that they face the task of preparing a very large segment of their enrollments for further formal study. . . . "These secondary schools need data which will permit them to make reliable judgments about the probable success of their graduates in particular types of colleges, about the adequacy of their preparation in academic subjects in total and in specific areas, about the relationship of the high school marking systems to that of particular types of colleges, and about the college achievement of their graduates relative to a normative group."*

Time, he continues, does not permit any single school to obtain this type of data in usable form.

---

1. McCleary, Lloyd E. "The National Registration Office", in: National Association of Secondary-School Principals. The Bulletin, Washington, D. C.: National Education Association, 42:238, May 1958, p. 28

PROCEDURES USED IN OBTAINING AND UTILIZING DATA

This report deals specifically with the 1958 Montana High School graduates enrolling for the Autumn quarter or semester, as full-time or regularly enrolled students. Information concerning number and per cent of students enrolling in college, the college location, and other pertinent information was obtained from reports by secondary school guidance personnel. Secondary school reports of student enrollment at specific colleges was checked with college admission officers or registrars, along with requests for information concerning student retention and student grade point averages. All colleges having students listed for enrollment by secondary schools were contacted, and retention and grade reports were requested at the end of the first registration period and at the end of the year. Colleges were again contacted for information concerning the 1959-60 re-enrollment of students.

Doubtful data, particularly in regard to discontinuing college students as to whether they were drop-outs or transfers, and data concerning students reported to be enrolled and who could not be located at the college reported, were rechecked with the reporting high school.

Student directories were obtained from all Montana Colleges and "lost" individuals were checked against these directories. College transcript files of high school students in Montana Colleges were also checked for 1958 graduates not reported by secondary schools, and students located by this method added to the college group. High school student grade point averages for some students also were obtained from this source. Students reported by the secondary school and not eventually located in some college were dropped from the group.

Rechecking the information obtained and removing the many inconsistencies that appeared has been a tremendous task. It is hoped that compilation of local information of this type can be continued, and that secondary schools will assist in developing more efficient and accurate methods of reporting. Reporting on the basis of transcript sent is not an accurate means of determining numbers attending college. A followup on enrollment is necessary. Another essential for accurate information is a list of graduating seniors, with class rank and four year grade point average. Such a list can save a school much clerical time and improve the accuracy of transcripts and other reports so often necessary concerning seniors.

Survey data sent for this report indicates that many schools do not tabulate the above information and that there is little uniformity in types of grades or grade point averages. Secondary schools and colleges are using 3-4-5-6-11-12 and other point systems for the grade point average or grade point index, and many high schools list grades only on a percentage system. Not infrequently, reports to the guidance services and reports found on transcripts to colleges varied, not only in regard to class rank and grade point average, but even as to class size. A list set up at or near the end of the school year to be used in all reporting would prevent this type of error. Another type of error found occasionally was the reporting to colleges of students in the "upper half" or "middle third" who definitely were in the lower half or lower third of their graduating class. Such errors may impair the professional reputation of the reporter and the school, in the opinion of personnel receiving such information. Almost inevitably, the student fails to rate at the level of performance expected for his rank, and the comparison of high school rank and college achievement reflects back on the secondary school.

In compiling this report, tables were set up to translate various grade systems into a four-point system. Reports of high school rank and grade point averages as given are based on the four-point system:

A = 4, B = 3, C = 2, D = 1, F = 0.

In presenting data compiled, analysis of the enrollment data indicated that there was little difference in the per cent of students enrolling in college, either for data obtained for the former graduating classes or for the 1958 graduating class, in smaller schools, until the school reaches an enrollment in the 125 student to 150 student size. There is considerable fluctuation in this size school, as well as a number of marked exceptions as to percentage enrolling in college among the smaller schools under this range. The breakdown used takes the above analysis into consideration. School groups were classified on the basis of size into 0 - 125, 125 - 375, 375+ enrollment, and college towns. Again, as in the less detailed report of the 1957 graduates*, the non-public schools were considered as one group, without regard to enrollment size. Secondary schools in college towns were also considered as one group, with the junior college towns added to the group. There are definite effects of the college environment, as well as the "proximity" factor, which appear to make this grouping more necessary and realistic than grouping by enrollment size. Data from the 1957 study concerning enrollment over the past seven years has been reorganized and is listed in the appendix.

Plans have been made to make this a continuing study of the 1958 Montana High School Graduates attending college, and to report on their subsequent completion of programs, discontinuation, or graduation, along with a more thorough statistical treatment of the data. Only a narrow segment of the whole problem of factors involved in the entry and success of high school graduates during their first year in college has been considered in this report.

---

*Jennings, Dolf. A Report on the Activities of the 1957 Montana High School Graduates. Unpublished report, State Department of Public Instruction, Helena, Montana, 1958.

COLLEGE ENROLLMENT OF MONTANA STUDENTS

College enrollment by graduating classes from Montana High Schools for the year following graduation have shown a very consistent pattern during the past seven years, insofar as the entire population of graduates is concerned. There are some indications that the college enrollment is in an upward trend, in some schools, but the total picture shows little change, in terms of per cent of the graduates enrolling. Rather, the increase in college enrollment is directly related to the increase in number of graduates. Table in the appendix gives the basic data on college enrollment for the past seven years. Figures 1 and 2 show this data in graphic form for men and women, and for men by size of high school.

Figure one data is shown for men as summarized from reports made by secondary schools to the State Department of Public Instruction, for the years 1952 through 1956. Data for 1957 and 1958 graduates is based on reports from high school guidance personnel. Data for women are from the same sources, school reports for the years 1952 through 1956 have been adjusted downward from 3 to 5 per cent yearly in an attempt to compensate for the addition in many school reports of women enrolling in areas other than college, chiefly business schools and nurses-training programs.

Reports for 173 public secondary schools and 18 non-public or private schools list 6,928 graduates for the 1958 Montana high school graduating classes, or 99.7 per cent of all graduates. Of the group reported, 2,682 or 38.7 per cent enrolled in college for the autumn quarter, 1958. Reports show that 1,445 men or 42.2 per cent of the 3,425 male graduates enrolled

PER CENT OF MONTANA HIGH SCHOOL GRADUATES ENROLLING IN COLLEGE,
1952-1953 THROUGH 1958-1959 *

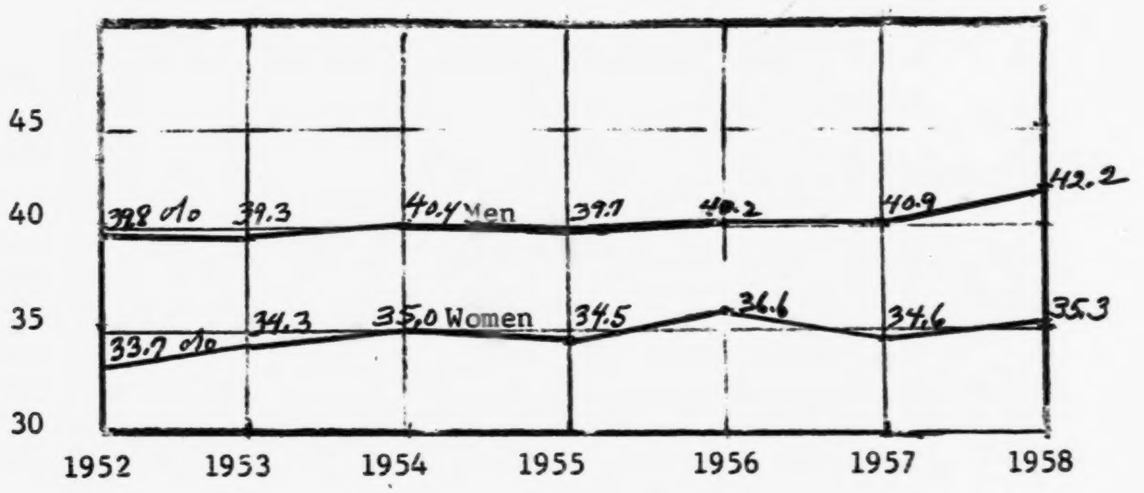

FIGURE 1

PER CENT OF MALE MONTANA HIGH SCHOOL GRADUATES ENROLLING IN COLLEGE,
BY SIZE OF SCHOOL**

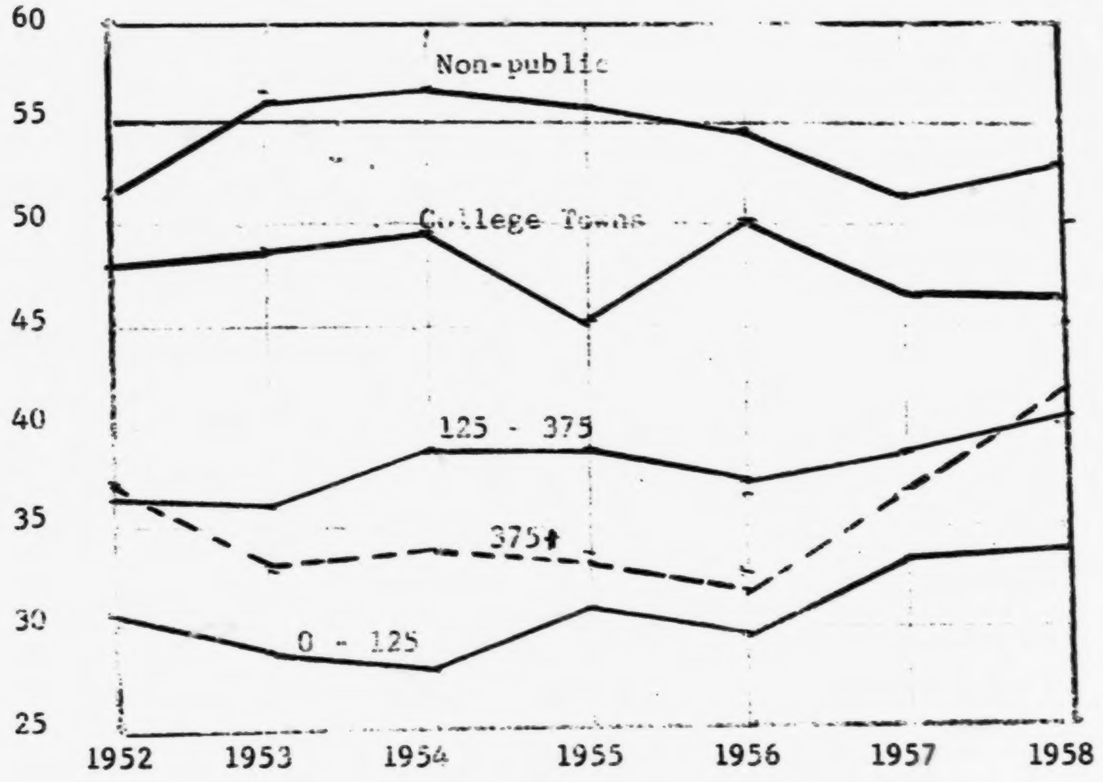

FIGURE 2

*1952-53 based on annual reports to the State Department; 1957-58 and 1958-59 based on reports from guidance personnel and check-reports from colleges.
**1952-53 through 1955-56 based on reports to State Department and represent estimates; percentages are adjusted to remove non-college enrollment in business schools and in nurse's training; original data is in table.

in college. Of the 3,502 women graduating, 1,237 or 35.3 per cent enrolled in college. This information is tabulated in table I.

A breakdown of the information by size or type of high school for men shows a definite progression of increasing per cent of enrollment from the smaller to larger schools, with college towns having the highest per cent of enrollment for public schools. Non-public schools show a higher per cent, with 53.2 per cent of their male graduates enrolled in college. There is less consistency in per cent of enrollment for women, with schools of the 0 - 125 enrollment having 27.6 per cent of their women graduates enrolled in college, schools of 125 - 375 enrollment 35.6 per cent, 375+ enrollment schools, 30.4 per cent, college towns 41.9 per cent, non-public schools 37.6 per cent.

Enrollment of students by sex and by type of college is shown in table II. Major enrollment for both sexes is in public universities, liberal arts colleges, and teacher training institutions. More than half the men entering college, or 52.6 per cent, enrolled in public universities. Enrollment for women in public universities was 43.6 per cent.

A higher per cent of men enrolled in public universities, in private universities, in independent or non-sectarian liberal arts colleges, and in technological institutions, than women. Women form the larger group percentage-wise in sectarian liberal arts colleges, teacher training institutions, in junior colleges, and in Bible colleges.

*In designating these groups, students at Northern Montana College and in some out-of-state colleges who enrolled for terminal courses in business or in vocational-technical areas were included with junior college students. Some students in Bible colleges having accreditation for and offering a degree in liberal arts were included in the liberal arts group. A few students in professional courses, or a student in a college having a technological division, were included in the technological group. Placement as used is shown in the appendix.

TABLE I

DISTRIBUTION OF 1958 MONTANA HIGH SCHOOL GRADUATES ENROLLED IN COLLEGE, FALL 1958, BY SIZE OF HIGH SCHOOL

Size of School	Number of Schools	Number of Graduates			College Enrollment			Per cent Graduates Enrolled in College		
		Totals	Men	Women	Totals	Men	Women	Totals	Men	Women
0 - 125	108	1354	698	656	416	235	181	30.7	33.7	27.6
125 - 375	46	1773	871	902	659	349	310	37.2	40.1	35.6
375 - up	9	900	430	470	325	182	143	36.1	42.3	30.4
College Towns	10	2279	1145	1134	1004	529	475	44.1	46.2	41.9
Non-public	18	622	282	340	278	150	128	44.7	53.2	37.6
Totals	191	6928	3426	3502	2682	1445	1237	38.7	42.2	35.3

TABLE II

DISTRIBUTION OF 1958 MONTANA HIGH SCHOOL GRADUATES ENROLLED IN COLLEGE, FALL 1958, ACCORDING TO TYPE OF COLLEGE

Type of Institution	Men	%	Women	%	Total	%
Public Universities	760	52.6	539	43.6	1299	48.4
Private Universities (OS)	69	4.8	41	3.3	110	4.1
Liberal Arts, Sectarian	187	12.9	245	19.8	432	16.1
Liberal Arts, Non-sectarian (OS)	22	1.5	13	1.0	35	1.3
Teacher Training	240	16.6	277	22.4	517	19.3
Junior Colleges	101	7.0	106	8.6	207	7.7
Technological	58	4.0	5	.4	63	2.4
Bible	8	.6	11	.9	19	.7
Totals	1445	100%	1237	100%	2682	100%

Total enrollments show 52.5 per cent of the students in universities, 19.3 per cent in teacher training institutions, 17.4 per cent in liberal arts colleges, 7.7 per cent in junior colleges, 2.4 per cent in technological institutions, and 0.7 per cent in Bible colleges.

Table III gives the number and per cent of 1958 Montana High School graduates enrolling in college, by size of high school and class rank in fourths*, with per cent in relation to each size of school group.

Of the group of 235 men enrolling from schools 0 - 125 in size, 39 per cent graduated in the top quarter of their class, 30 per cent were in the third quarter, 22 per cent were in the second quarter, and 9 per cent were in the low quarter. Data for other size schools may be read in similar fashion. Reading from the table, it can be seen that fewer men, in relation to total enrollment, enrolled from the top quarter from schools of 375+ and from college towns, and that more enrolled from the two lower quarters. Women from all size schools show a much higher per cent of enrollment from the first quarter, and much lower enrollment from the two low quarters, than do men.

Table IV, using the same numerical data, gives the per cent enrollment by size of high school and class rank in fourths, with the per cents in relation to each quarter. This data gives a picture of the relative contribution by quarters for each size or type of high school group.

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*Headings used for quarters follow those suggested by U. S. Office of Education; upper, top or 4th quarter, 3rd quarter, 2nd quarter, and 1st or low quarter. Per cent in all tables have been rounded to one decimal.

Data from table VIII, page 20, shows that, in actual numbers of students enrolled in college, the size of school groups contribute the following per cents:

	Per cent of Men	Per cent of Women
0 - 125	16.3	14.6
125 - 375	24.1	25.1
375+	12.6	11.7
College Towns	36.6	38.4
Non-public	10.4	10.3
	100%	100%

In general, the per cent contributed by each school group follows the population per cents quite closely. Men in the college town group are an exception, making a definitely smaller contribution in the upper two fourths, a distinctly larger contribution to the lower two fourths. This is undoubtedly, or in part, due to the effect of the proximity factor, or geographical location of the school. However, the per cents for women in the lower two quarters of college towns do not show this. The lower quarter does show an excessive number of women for the two school groups from 0 - 375 size. A check to enrollment data shows much of this is enrollment in terminal programs.

Table V on page 15 gives a more definite picture of the per cent of students enrolling in college from the 1958 graduating class, by quarters, in relation to the total of graduates. Per cents are determined on the basis of actual number enrolling, divided by the number of graduates for each quarter. The per cent enrollment by quarters shows a definite pattern of decreasing enrollment, from the higher enrollment of the top quarter to the lower enrollment of the low quarter, a pattern to be expected.

TABLE III

NUMBER AND PER CENT OF 1958 HIGH SCHOOL GRADUATES ENROLLING IN COLLEGE, AUTUMN 1958, BY SIZE OF HIGH SCHOOL AND CLASS RANK IN FOURTHS, WITH PER CENT IN RELATION TO EACH SIZE OF SCHOOL GROUP

School Size	Student Total	Top Quarter		3rd Quarter		2nd Quarter		Low Quarter	
		No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
				MEN					
0 - 125	235*	92*	39.2	70	29.8	52	22.1	21	8.9
125 - 375	349	139	39.8	100	28.7	69	19.8	41	11.7
375+	182	57	31.3	49	27.0	51	28.0	25	13.7
College Towns	529	167	31.6	144	27.2	126	23.8	92	17.4
Non-public	150	59	39.3	43	28.7	32	21.3	16	10.7
Totals	1445	514	35.6	406	28.1	330	22.8	195	13.5
				WOMEN					
0 - 125	181*	99*	54.7	43	23.8	24	13.2	15	8.3
125 - 375	310	165	53.2	83	26.8	40	12.9	22	7.1
375+	143	84	58.7	39	27.3	17	11.9	3	2.1
College Towns	475	240	50.5	140	29.5	72	15.2	23	4.8
Non-public	128	59	46.1	39	30.5	25	19.5	5	3.9
Totals	1237	647	52.3	344	27.8	178	14.4	68	5.5

*Example 92/235 = 39.2%; that is, 39.2% of the men enrolling from 0 - 125 size schools were from the first quarter of their high school class; for the women 99/181 = 54.7%.

TABLE IV

PER CENT OF 1958 HIGH SCHOOL GRADUATES ENROLLING IN COLLEGE, AUTUMN 1958, BY SIZE OF HIGH SCHOOL AND CLASS RANK IN FOURTHS, WITH PER CENT IN RELATION TO EACH QUARTER

School Size	Top Quarter		3rd Quarter		2nd Quarter		Low Quarter	
	Men	Women	Men	Women	Men	Women	Men	Women
0 - 125	17.9*	15.3*	17.2	12.5	15.8	13.5	10.8	22.0
125 - 375	27.0	25.5	24.6	24.1	20.9	22.5	21.0	32.4
375+	11.1	13.0	12.1	11.3	15.4	9.6	12.8	4.4
College Towns	32.5	37.1	35.5	40.8	38.2	40.4	47.2	33.8
Non-public	11.5	9.1	10.6	11.3	9.7	14.0	8.2	7.4
Totals	100%	100%	100%	100%	100%	100%	100%	100%

*Example 92/514 = 17.9% that is, 17.9% of men enrolling in college from the top fourth of their high school class were from 0 - 125 size schools; for the women 99/647 = 15.3%.

TABLE V

NUMBER AND PER CENT OF 1958 MONTANA HIGH SCHOOL GRADUATES ENROLLING IN COLLEGE AUTUMN 1958, BY SIZE OR TYPE OF HIGH SCHOOL WITH PER CENT ENROLLED BY FOURTHS

Size of School	No. HS Grads	No. Grads in each fourth	Top Quarter		3rd Quarter		2nd Quarter		Low Quarter	
			No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
0 - 125	1354	339	191*	56.3	113	33.3	76	22.4	36	10.6
125 - 375	1773	443	304	68.6	183	41.3	109	24.6	63	14.2
375+	900	225	141	62.7	88	39.1	68	30.7	28	12.4
College Towns	2279	570	407	71.4	284	49.8	198	34.7	115	20.1
Non-public	622	156	118	75.6	82	52.6	57	36.5	21	13.5
Totals	6928	1732	1161	67.0	750	43.3	508	29.3	263	15.2

*Example: 191/339 = 56.3%, that is, 56.3% of the upper fourth of the graduates from schools 0 - 125 enrollment are enrolled in college (43.7% did not enroll in college).

Table VI on page 18 gives an analysis of the data obtained in regard to enrollment by type of college and class rank in high school, and shows the comparative quality of enrollment to institutions in terms of student class rank.

Liberal arts non-sectarian colleges received largely top quarter students, with 95.5 per cent of the men and 76.9 per cent of the women ranking in the top quarter of their high school class. Enrollment in private universities included 59.4 per cent of the men and 58.6 per cent of the women in the top quarter. Liberal arts college enrollment includes 54.7 per cent top quarter women, 44.4 per cent top quarter men.

Summarization of other enrollment for the upper quarter shows:

Public Universities, 59.0 per cent women and 37.3 per cent men
Teacher Training, 41.2 per cent women and 17.9 per cent men
Junior College, 38.7 per cent women and 15.8 per cent men
Technological, 41.4 per cent men
Bible College, 45.4 per cent women and 25.0 per cent men

Table III, page 14 and table VI reflect the relatively higher grades and class rank earned by women in high school. Less women enrolled in college than men, but those enrolling far outrank the men. This is seen in the total or mean per cent for each quarter. Thirty-five and six-tenths per cent of the men enrolling in college graduated in the top quarter of their class, as compared with 52.3 per cent of the women. At the opposite extreme or low quarter, 13.5 per cent of the men and 5.5 per cent of the women enrolled in college. Possible relationships or causes for this are included in the discussion of grade differences, page 59.

Analysis of the data in terms of the upper half gives a broader general indication of the differences in enrollment for men and women:

Public Universities -- 66 per cent of the men, 83 per cent of the women
Liberal Arts, sectarian -- 74 per cent men, 83 per cent of the women
Teacher Training -- 42 per cent of the men, 72 per cent of the women
Junior Colleges -- 44 per cent of the men, 73 per cent of the women

Table VII,using the same numerical data as in table VI,gives information concerning enrollment by high school quarter rank to the types of colleges.

Realignment of the data gives a more definite indication of enrollment patterns, as related to high school rank in the types of colleges. Enrollment for men, from top quarter to the low quarter is: (each per cent is in terms of that quarter)

Public Universities	55.2 per cent	55.9 per cent	48.8 per cent	45.1 per cent
All L. A.	20.2	13.8	11.8	51.1
Teacher Training	8.4	14.3	23.3	31.8
Junior College	3.1	6.9	9.4	13.3
Women				
Public Universities	49.1	37.8	42.1	23.5
All L. A.	22.3	21.5	16.3	16.2
Teacher Training	17.6	24.7	32.6	29.4
Junior College	6.3	10.5	5.6	27.9

Enrollment is predominantly to public universities. Men, in terms of per cent enrolled for each quarter, enroll in the public universities somewhat equally from all quarters. Liberal arts colleges receive a higher per cent from the top quarter, the per cent becoming progressively less for each quarter below. Private universities and technological institutions show a similar pattern, with their chief enrollment in the upper half. The pattern for women shows more strength throughout, as previous information has demonstrated.

TABLE VI

NUMBER AND PER CENT OF 1958 MONTANA HIGH SCHOOL GRADUATES ENROLLING IN COLLEGE, BY TYPE OF COLLEGE AND HIGH SCHOOL RANK IN FOURTHS, WITH % IN RELATION TO COLLEGE

		MEN							
		Rank in Fourths							
Type of College	Total Enrolled	Top Quarter		3rd Quarter		2nd Quarter		Low Quarter	
		No.	per cent	No.	Per cent	No.	Per cent	No.	Per cent
Public Univ.	760*	284	37.3	227	29.9	161	21.2	88	11.6
Private Univ.	69	41	59.4	19	27.6	6	8.7	3	4.3
LA, Sectarian	187	83	44.4	56	30.0	38	20.3	10	5.3
LA, Non-sectarian	22	21	95.5			1	4.5		
Teacher Training	240	43	17.9	58	24.6	77	31.7	62	25.8
Junior College	101	16	15.8	28	27.7	31	30.7	26	25.8
Technological**	58	24	41.4	17	29.3	13	22.4	4	6.9
Bible	8	2	25.0	1	12.5	3	37.5	2	25.0
Totals	1445	514	35.6	406	28.1	330	22.8	195	13.5
		WOMEN							
Public Univ.	539	318	59.0	130	24.1	75	13.9	16	3.0
Private Univ.	41	24	58.6	13	31.7	3	7.3	1	2.4
LA, Sectarian	245	134	54.7	71	29.0	29	11.8	11	4.5
LA, Non-sectarian	13	10	76.9	3	23.1				
Teacher Training	277	114	41.2	85	30.7	58	20.9	20	7.2
Junior College	106	41	38.7	36	34.0	10	9.4	19	17.9
Technological	5	1	20.0	2	40.0	2	40.0		
Bible	11	5	45.4	4	36.4	1	9.1	1	9.1
Totals	1237	647	52.3	344	27.8	178	14.4	68	5.5
Grand Total	2682	1161	43.3	750	28.0	508	18.9	263	9.8

*284/760 = 37.3%, that is 37.3 per cent of men enrolled in public universities were in the top quarter of their high school class.

**Group includes cases in professional or military training.

TABLE VII

PER CENT OF 1958 MONTANA HIGH SCHOOL GRADUATES ENROLLING IN COLLEGE, BY TYPE OF COLLEGE AND HIGH SCHOOL RANK IN FOURTHS, WITH PER CENT IN RELATION TO QUARTER RANK

Type of	Top Quarter		3rd Quarter		2nd Quarter		Low Quarter	
College	Men	Women	Men	Women	Men	Women	Men	Women
Public Universities	55.2	49.1	55.9	37.8	48.8	42.1	45.1	23.5
Private Universities	8.0	3.7	4.7	3.8	1.8	1.7	1.6	1.5
LA, Sectarian	16.1	20.7	13.8	20.6	11.5	16.3	5.1	16.2
LA, Non-sectarian	4.1	1.6		.9	.3			
Teacher Training	8.4	17.6	14.3	24.7	23.3	32.6	31.8	29.4
Junior College	3.1	6.3	6.9	10.5	9.4	5.6	13.3	27.9
Technological	4.7	.2	4.2	.6	4.0	1.1	2.1	
Bible	0.4	0.8	0.2	1.1	0.9	0.6	1.0	1.5
	100%	100%	100%	100%	100%	100%	100%	100%

Example: 284/514 = 55.2%, that is, 55.2% of the boys in the top quarter of their graduating class enrolled in public universities.

Table VIII on page 22 shows the number and per cent of students from the 1958 graduates to types of colleges from each size or type of high school. A comparison of the per cent from any size school to a type of college with the total or mean per cent gives an index to the per cent of students from any high school group attracted by a particular type of institution. For example, public universities attract students from all sizes of public schools, with relatively and numerically higher percentages from college towns. Non-public school contributions are much lower. This is indicated by a comparison of per cents: for the public university enrollment

	0 - 125	125 - 375	375 plus	College Towns	Non-public	Total
Public University	16.1%	24.1%	13.9%	41.0%	4.9%	100.0%
Total or Mean	16.3	24.1	12.6	36.6	10.4	100.0

Table IX, using the same numberical data as in table VIII, shows the per cent enrolling in each type of institution in relation to the "size of high school" group. This data gives a definite indication of placement and enrollment as it relates to h. s.

TABLE VIII

NUMBER AND PER CENT OF 1958 MONTANA HIGH SCHOOL GRADUATES ENROLLED IN COLLEGE, AUTUMN 1958, BY SIZE OR TYPE OF HIGH SCHOOL AND TYPE OF COLLEGE WITH PER CENT IN RELATION TO ENROLLMENT IN EACH INSTITUTION

Type of College	Student Total	Size or Type of High School									
		0 - 125		125 - 375		375+		College Towns		Non-public	
		No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
MEN											
Public Univ.	760*	122*	16.1	183	24.1	106	13.9	312	41.0	37	4.9
Private Univ.	69	3	4.3	18	26.1	1	1.4	24	34.8	23	33.3
LA,Sectarian	187	24	12.8	46	24.6	16	8.6	41	21.9	60	32.1
LA, Non-sectarian	22			4	18.2	1	4.5	17	77.3		
Teacher Training	240	59	24.6	53	22.1	36	15.0	82	34.1	10	4.2
Junior College	101	24	23.8	33	32.7	10	9.9	30	29.7	4	3.9
Technological	58	3	5.2	8	13.8	10	17.2	23	39.7	14	24.1
Bible	8			4	50.0	2	25.0			2	25.0
Totals	1445	235	16.3	349	24.1	182	12.6	529	36.6	150	10.4
WOMEN											
Public Univ.	539	74	13.7	129	23.9	63	11.7	242	44.9	31	5.8
Private Univ.	41			10	24.4	4	9.8	18	43.9	9	22.0
LA,Sectarian	245	28	11.4	49	20.0	26	10.6	72	29.4	70	28.6
LA,Non-sectarian	13			2	15.4	3	23.1	6	46.2	2	15.4
Teacher Training	277	69	24.9	77	27.8	30	10.8	89	32.1	12	4.3
Junior College	106	9	8.5	38	35.8	15	14.2	40	37.7	4	3.8
Technological	5							5	100.0		
Bible	11	1	9.1	5	45.5	2	18.2	3	27.3		
Totals	1237	181	14.6	310	25.1	143	11.7	475	38.4	128	10.3

*Example 122/760 = 16.1%, that is: 16.1% the enrollment in public universities comes from schools of 0 - 125 size.

TABLE IX

PER CENT OF ENROLLMENT IN EACH TYPE COLLEGE BY SIZE OR TYPE OF HIGH SCHOOL

Type of College	Size or Type of High School									
	0 - 125		125 - 375		375+		College Towns		Non-public	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
Public Universities	51.9	40.9	52.4	41.6	58.2	44.0	59.0	50.9	24.7	24.2
Private Universities	1.3		5.2	3.2	0.5	2.8	4.5	3.8	15.3	7.0
LA, Sectarian	10.2	15.5	13.2	15.8	8.8	18.2	7.8	15.2	40.0	54.7
LA,Non-sectarian			1.1	.6	.5	2.1	3.2	1.3		1.6
Teacher Training	25.1	38.1	15.2	24.9	19.9	21.0	15.5	18.7	6.7	9.4
Junior College	10.2	5.0	9.5	12.3	5.5	10.5	5.7	8.4	2.7	3.1
Technological	1.3		2.3		5.5		4.3	1.1	9.3	
Bible		0.5	1.1	1.6	1.1	1.4		0.6	1.3	
Totals	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

*Example from Table : 122/235 = 51.9%, that is: 51.9% of the Men from schools of 0 - 125 size enrolled in public universities.

Figure 3 on the following page summarizes basic data concerning some college enrollment for the 1958 graduates. Fifty per cent of the group enrolling in college were men, 46 per cent women. Enrollment by type of institution includes: 52.5 per cent in universities, 17.4% in liberal arts colleges, 19.3% in teacher training institutions, 7.7% in junior colleges, 2.4% in technological institutions, 0.7% in Bible colleges.

Enrollment by size or type of high school shows that 15.5 per cent of the group were from schools of 0 - 125 enrollment, 24.6 per cent from 125 - 375 size, 12.1 per cent from schools of 375 and higher enrollment, 37.4 per cent from college towns, and 10.4 per cent from private or non-public schools.

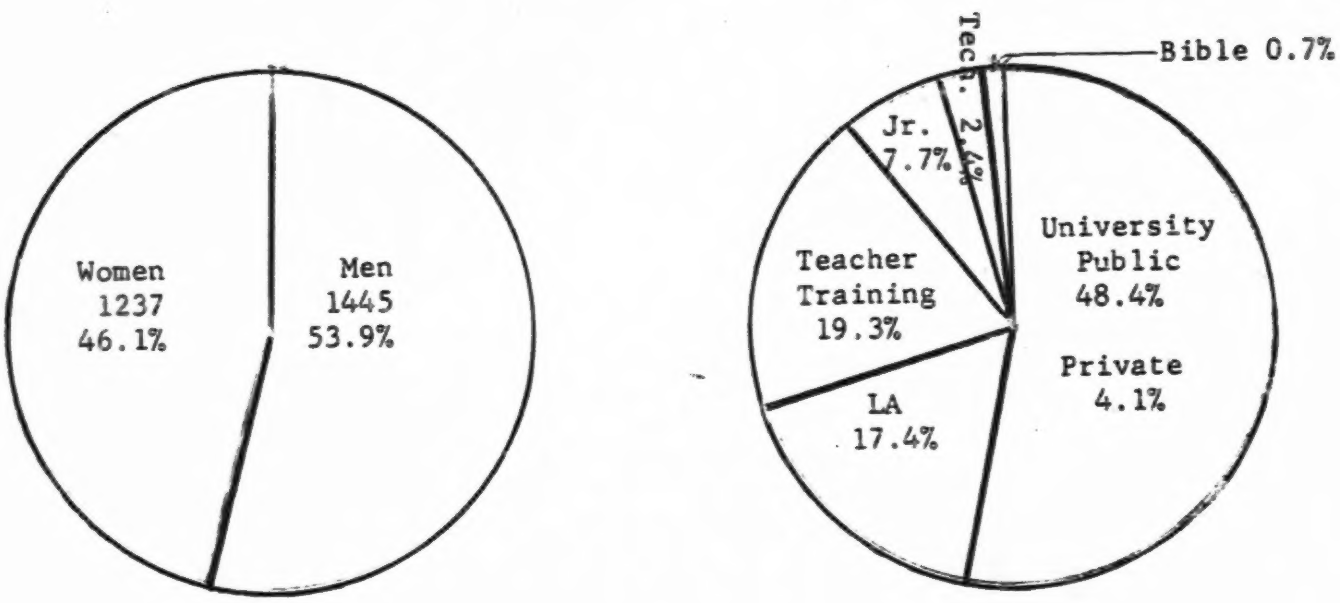
Enrollment by high school quarter rank, on the basis of per cent of total number enrolling, was 43.3 per cent from the top quarter, 28 per cent third quarter, 18.9 per cent second quarter, and 9.8 per cent low quarter.

FIGURE 3

PER CENT COLLEGE ENROLLMENT OF 1958 MONTANA HIGH SCHOOL GRADUATES

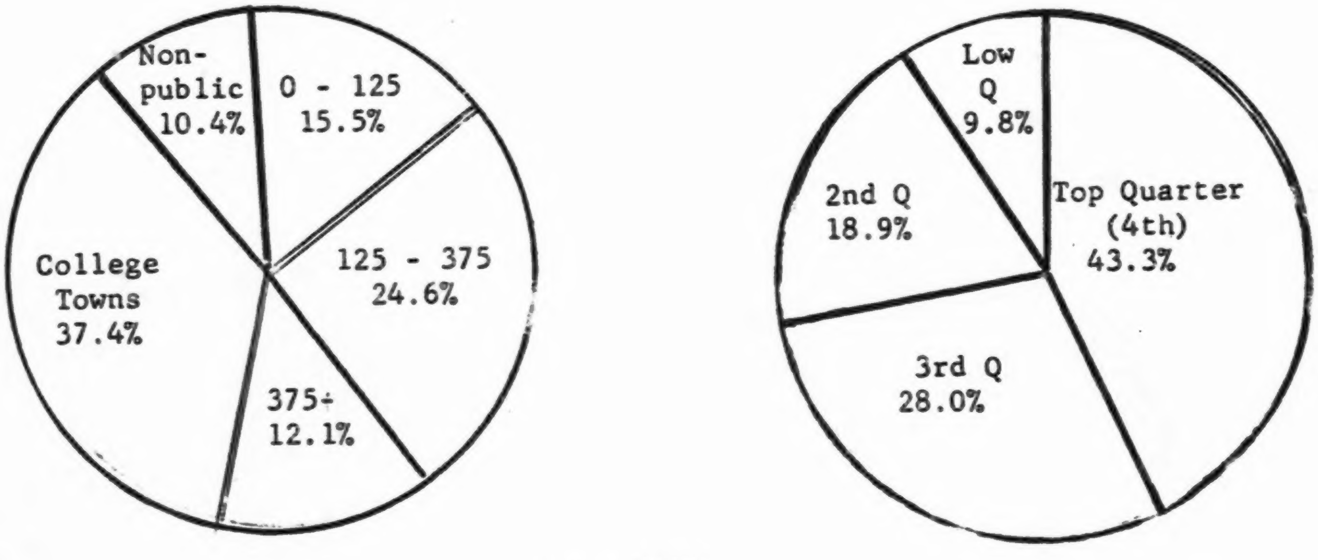
Sex

Type of Institution



Size or Type of High School

High School Rank by Quarters



N = 2682

WHAT HAPPENS TO TALENTED STUDENTS IN MONTANA?

Information in this paper, table V, page 15, indicates that 67 per cent of the students graduating in the top quarter of their high school in 1958 enrolled in college. Further information concerning the top 10 per cent, in the basis of high school rank, can answer partially the question as to what happens to talented students who graduate from high school.

Because of a statement frequently heard in regard to college enrollment, that "most of our top students go to college out of state", the data has been arranged as a check on this statement. For the 1958 graduating class, 550 or 79.5 per cent of those graduating in the top 10 per cent of their class enrolled in college. Of this 10 per cent, 143 men or 64.1 per cent of those enrolling in college entered Montana institutions. Eighty or 35.9 per cent enrolled out of state. Enrollment for women shows 223 women or 66% enrolling in Montana colleges, 115 or 34 per cent enrolling out of state.

In relation to institutions, 107 men and 156 women enrolled at Montana State College or Montana State University, 15 men and 22 women enrolled in the three liberal arts colleges in Montana, 16 men and 38 women enrolled in the three teacher training institutions, 1 man and 6 women in junior colleges, four boys and 1 girl in the one technological institution.

A summarization of out-of-state enrollment shows:
Private Universities -- 24 men and 18 women
L. A., non-sectarian -- 12 men and 8 women
L. A., church related -- 20 men and 54 women

This out of state enrollment represents, in general, enrollment in types of colleges not represented in Montana -- private universities, non-sectarian or independent liberal arts colleges, and denominational schools. Scholarship assistance attracts others. A few in Northeastern Montana and Northwestern Montana find it more convenient to attend an out-of-state institution less distant from home.

Tables X, XI, and XII give the detailed data for this group, by size of high school and type of college. For convenience of appraisal, information concerning students not returning for the 1959-60 school year has been included with this information.

TABLE X

MALE ENROLLMENT OF TOP 10% OF 1958 HIGH SCHOOL GRADUATES, FALL 1958 BY TYPE OF COLLEGE AND SIZE OF HIGH SCHOOL

Montana Enrollment

Type of College	Student Total	Size or Type of Secondary School				
		0 - 125	125 - 375	375+	College Towns	Non-public
Public Univ.	107	21	30	12	38	6
Liberal Arts	15	2	5	1		7
Teacher Training	16	9	4	2	1	
Junior College	1				1	
Technological	4		1		2	1
Totals	143	32	40	15	42	14
Per cent of group in state	64.1	86.5	63.5	65.2	56.0	56.0

Out-of-State Enrollment

Public Univ.	11	1	2	1	6	1
Private Univ.	24	2	5		12	5
Liberal Arts, Sect.	20	1	8	2	4	5
LA, Non-sectarian	12		4	1	7	
Teacher Training	1		1			
Junior College	2	1	1			
Technological	9		1	4	4	
Bible	1		1			
Totals	80	5	23	8	33	11
Per cent of group out of state	35.9	13.5	36.5	34.8	44.0	44.0
Grand Total	223	37	63	23	75	25

Discontinue or Non-returns

Public Univ.	10	4	1	2	2	1
Private Univ.	3		1		1	1
Liberal Arts	5	1	2		1	1
Teacher Training	3	1	2			
Technological	1				1	
Junior College	1	1				
Totals	23	7	6	2	5	3
Per cent dropped of original enrollment	10.3	18.9	9.5	8.7	6.7	12.0

TABLE XI

FEMALE ENROLLMENT OF TOP 10% OF 1958 HIGH SCHOOL GRADUATES, FALL 1958, BY TYPE OF COLLEGE AND SIZE OF HIGH SCHOOL

Type of College	Student Total	Size or Type of Secondary School				
		0 - 125	125 - 375	375+	College Towns	Non-public
Montana Enrollment						
Public Univ.	158	33	43	23	54	5
Liberal Arts	20	4	5	2	1	8
Teacher Training	36	12	11	3	10	
Junior College	5	1	3		1	
Technological	1				1	
Total	220	50	62	28	67	13
Per cent of group in state	67.2	87.7	71.3	62.2	59.8	50.0
Out-of-State Enrollment						
Public Univ.	18		1	3	14	
Private Univ.	16		4	1	8	3
Liberal Arts, Sect.	49	4	14	6	18	7
LA, Non-sectarian	6			1	3	2
Teacher Training	6	2	1	2	1	
Junior College	11	1	5	3	1	1
Bible	1			1		
Total	107	7	25	17	45	13
Per cent of group out of state	32.8	12.3	28.7	37.8	40.2	50.0
Grand Total	327	57	87	45	112	26
Discontinue or Non-returns						
Public Univ.	30	4	9	3	13	1
Private Univ.	3		1		2	
Liberal Arts, Sect.	12	4	3		3	2
Teacher Training	14	7	3	1	3	
Junior College	4		2	1	1	
Totals	63	15	18	5	22	3
Per cent dropped of original enrollment	19.3	26.3	20.7	11.1	19.6	11.5

TABLE XII

NUMBER AND PER CENT OF UPPER TEN PER CENT OF 1958 MONTANA HIGH SCHOOL GRADUATES ENROLLING IN COLLEGE

Size of School	No. HS Grads	Number Grads top 10 per cent	Number enrolled college	Per cent
0 - 125	1354	135	94	69.6
125 - 375	1773	177	150	84.7
375+	900	90	68	75.6
College Towns	2279	228	187	82.0
Non-public	622	62	51	82.2
Totals	6928	692	550	79.5

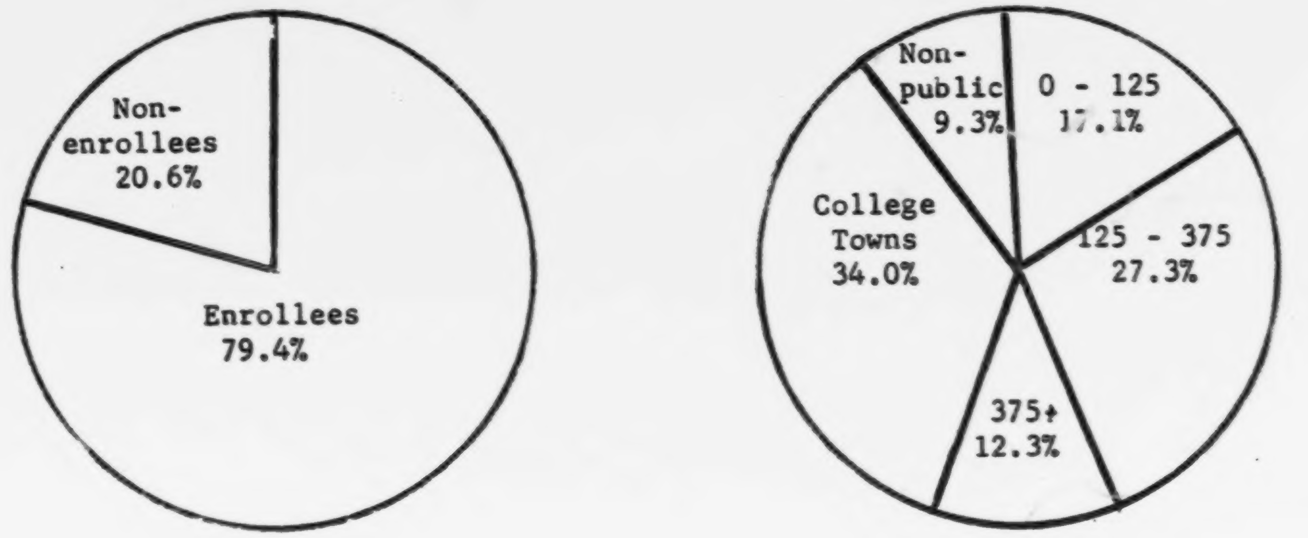
It can be noted in tables X and XI, that the per cent of group in state, for the upper 10 per cent, is highest for the 0 - 125 group and becomes progressively smaller for the larger school size groups, smaller for college towns and non-public schools, for both men and women.

The per cent of those from each size of school group who graduated in the top 10 per cent of their high school group and who enrolled in college is shown in table XII. The data can be read, for example, 69.6 per cent of the top 10 per cent of the 0 - 125 size group enrolled in college, 30.4 per cent did not.

Figure 4 gives a graphic presentation of some basic data concerning the top per cent.

FIGURE 4

UPPER TEN PER CENT OF 1958 MONTANA HIGH SCHOOL GRADUATES

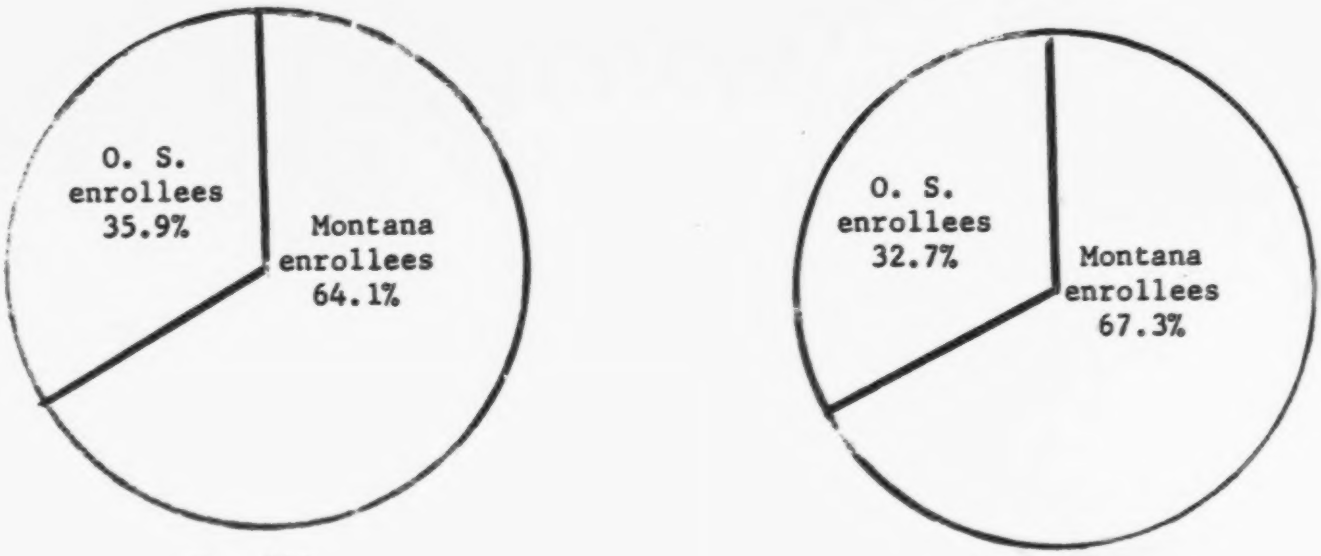


Distribution of Total Upper 10% of Graduates

Per cent of Group in College from Each Size of School Group

N = 550

PER CENT ENROLLED IN MONTANA COLLEGES AND IN OUT-OF-STATE COLLEGES



Men

Women

N = 223

N = 327

OUT-OF-STATE ENROLLMENT

The report of the 1957 graduates for out-of-state enrollment showed 22.6% of the boys and 29.3% of the girls as enrolled in out-of-state institutions. The 1958 survey shows 270 boys, or 18.7% of the enrollment, and 314 girls, or 25.8% as enrolled out of state. The per cents may indicate a definite change in out-of-state enrollment but in part may represent 1957 reports based on transcripts rather than actual enrollment. Data from guidance personnel (1958) was checked with the colleges and some students were not enrolled as reported. Some of these students were located in Montana institutions, and some were not found, even though a re-check was made with the reporting schools.

One hundred and eighty-nine colleges, from 33 states, Washington D. C., and Canada were attended by the 1957 Montana high school graduates. Out-of-state enrollment by size of schools and state or other unit is shown in table XIII. The pattern of out-of-state enrollment was very similar to that for 1957, with two/thirds of the 1958 enrollment in private universities and liberal arts colleges, with other enrollment largely in nearby states, and with one or a few students each in scattered colleges in other states.

Table XIV gives information concerning students returning to out-of-states schools. A total of 192 men and 171 women, or 71 per cent of the men and 54.5 per cent of the women are out of state this year. This number includes a few who attended schools in Montana last year, who transferred out this year. Table XXI lists the number of transfers returning to Montana colleges, and numbers transferring from Montana institutions to out-of-state institutions.

An indication of transfers into Montana institutions, or transfers from Montana institutions out, is given in table XIV, p.41 .

Tables XV and XVI give the basic information concerning college enrollment, in and out-of-state, by type of college and size of high school. A restatement of the per cents enrolling may give a more definite picture of the data:

	Total	0 - 125	125 - 375	375 up	College Towns	Non-public
			Men			
In-state	81.3%	91.5%	80.2%	81.9%	81.5%	66.7%
Out-of-state	18.7	8.5	19.8	18.1	18.5	33.3
			Women			
In-state	74.2	81.8	74.8	67.1	76.0	67.2
Out-of-state	25.8	18.2	25.2	32.9	24.0	32.8

TABLE XIII

1958 GRADUATES OF MONTANA HIGH SCHOOLS, AUTUMN ENROLLMENT, IN OUT-OF-STATE COLLEGES AND UNIVERSITIES, BY SCHOOL SIZE.

State or Unit	Number of Colleges	High School Enrollment											
		0-125		125-375		375+		College Towns		Non-Public		Totals	
		Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
Canada	3	2			1	1			1	1		4	2
Washington, DC	10				1			2				2	1
Alaska	1								1				1
Arizona	4		1	1	1		1	2	3			3	6
California	24	1		6	5	1	2	6	3	3	2	17	12
Colorado	9		3	1	14	3	5	10	17		1	14	40
Connecticut	2			2				1				3	
Idaho	5	1		2	1	2	2	2	3			7	6
Illinois	7	2		2		1		3	3	1	1	9	4
Indiana	5	1		1	1		2		1	1		3	4
Iowa	9	1	1		4	1		2	4	1	1	5	10
Kansas	5		2				1			1	9	1	12
Maryland	1							1				1	
Massachusetts	7			2		1	1	10	2	1	1	14	4
Michigan	3							2		1		3	
Minnesota	14	4	7	13	14	1	6	8	22	4	5	30	54
Missouri	8			1	2	1	2	1	5			3	9
Nebraska	5		2		3	1	2	2	1	1		4	8
New Hampshire	1							9				9	
New Mexico	2								1	1		1	1
New York	5					2		3	1	2		7	1
North Dakota	7	3	8	7	5	2	1	3	2			15	16
Ohio	2							2				2	
Oklahoma	2			1	1			2	2			3	3
Oregon	15			2	4	2	5	7	7	7	4	18	20
Pennsylvania	1								1				1
Rhode Island	1							1				1	
South Dakota	3		2		1								3
Tennessee	1					1						1	
Texas	3					1		1	1			2	1
Utah	5	1		11	8	1	5	4	12	1		18	25
Virginia	2								2				2
Washington	19	3	7	14	11	10	12	11	15	24	17	62	62
Wisconsin	3			1	1			1	1			2	2
Wyoming	2	1		2		1		2	3		1	6	4
Totals		20	33	69	78	33	47	98	114	50	42	270	314

TABLE XIV

1958 GRADUATES OF MONTANA HIGH SCHOOLS IN OUT-OF-STATE COLLEGES AND UNIVERSITIES, BY SCHOOL SIZE, ENROLLING IN AUTUMN, 1959

State or Unit	Number of Colleges	High School Enrollment											
		0-125		125-375		375+		College Towns		Non-Public		Totals	
		Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
Canada	2			1	1					1		2	1
Mexico	1			1								1	
Washington, DC	2				1			1				1	1
Arizona	3			1		1	1	2	3			4	4
California	17			5	3	1	1	4	3	1	2	11	9
Colcrado	9	1	3	2	9	2	2	7	9		1	12	24
Connecticut	2			2				1				3	
Idaho	4			1	1	1	2	1	2			3	5
Illinois	4	2		2				2	2	2		8	2
Indiana	3	1		1	1		2			1		3	3
Iowa	8	1	1	1	2			2	2	1		5	5
Kansas	1										2		2
Massachusetts	7			2		1	1	9	2	1	1	13	4
Maryland	2						1	1				1	1
Michigan	3							3		2		5	
Minnesota	12	3	2	11	8	1	1	4	10	2	2	21	23
Missouri	7			2	2		2	1	4			3	8
Nebraska	6		2		2	1	2	1	1			2	7
New York	4					2		2	1	2		6	1
North Dakota	5	3	4	3	1	2	1	2	2			10	8
Oklahoma	3			1	1			1	1			2	2
Oregon	12			1	5	3	4	2	1	2	3	8	13
New Hampshire	1							9				9	
Pennsylvania	1								1				1
Rhode Island	1							1				1	
South Dakota	1		1			1						1	1
Tennessee	1					1						1	
Texas	2						1	1				1	1
Utah	4	1		7	4	1	2	1	5	1		11	11
Virginia	1								1				1
Washington	12	3	2	9	7	7	8	7	9	16	2	42	28
Wisconsin	1							1	1			1	1
Wyoming	2	1							3		1	1	4
Totals		16	15	53	48	25	31	66	63	32	14	1 2	171
Per cent of 1st year enrollment		80.0	45.5	76.8	61.5	75.8	66.0	67.3	55.3	64.0	33.3	71.1	54.5

TABLE XV

MALE ENROLLMENT OF 1958 HIGH SCHOOL GRADUATES, FALL 1958, BY TYPE OF COLLEGE AND SIZE OF HIGH SCHOOL

Type of College	Number of Units	Student Total	Size or Type of Secondary School				
			0 - 125	125 - 375	375+	College Towns	Non-Public
Montana Enrollment							
Public Univ.	2	720	120	174	101	289	36
Liberal Arts	3	110	18	26	4	24	38
Teacher Training*	3	225	56	49	31	79	10
Junior Colleges	2	74	18	26	7	21	2
Technological**	1	46	3	5	6	18	14
Total	11	1175	215	280	149	431	100
Per cent of group in state		81.3%	91.5%	80.2%	81.9%	81.5%	66.7%
Out-of-State Enrollment							
Public Univ.	19	40	2	9	5	23	1
Private Univ.	18	69	3	18	1	24	23
Liberal Arts, Sectarian	20	77	6	20	12	17	22
Liberal Arts, Non-sectarian	5	22	0	4	1	17	0
Teacher Training	7	15	3	4	5	3	0
Junior College	16	27	6	7	3	9	2
Technological	8	12	0	3	4	5	0
Bible College	4	8	0	4	2	0	2
Total	97	270	20	69	33	98	50
Per cent of group out of state		18.7%	8.5%	19.8%	18.1%	18.5%	33.3%
Grand Total		1445	235	349	182	529	150

*Includes professional training, federal military training programs

**Students in vocational-technical (terminal) courses, listed as Junior College

TABLE XVI

FEMALE ENROLLMENT OF 1958 HIGH SCHOOL GRADUATES, FALL 1958, BY TYPE OF COLLEGE AND SIZE OF HIGH SCHOOL

Type of College	Number of Units	Student Total	Size or Type of Secondary School				
			0 - 125	125 - 375	375+	College Towns	Non-Public
Montana Enrollment							
Public Univ.	2	501	72	125	58	216	30
Liberal Arts	3	102	10	16	6	27	43
Teacher Training	3	249	60	69	26	82	12
Junior Colleges	2	66	6	22	6	31	1
Technological*	1	5	0	0	0	5	0
Total	11	923	148	232	96	361	86
Per cent of group in state		74.2%	81.8%	74.8%	67.1%	76.0%	67.2%
Out-of-State Enrollment							
Public Univ.	16	38	2	4	5	26	1
Private Univ.	13	41	0	10	4	18	9
Liberal Arts, Sectarian	31	143	18	33	20	45	27
Liberal Arts, Non-sectarian	6	13	0	2	3	6	2
Teacher Training	7	28	9	8	4	7	0
Junior College	19	40	3	16	9	9	3
Bible College	7	11	1	5	2	3	0
Total	99	314	33	78	47	114	42
Per cent of group out of state		25.8%	18.2%	25.2%	32.9%	24.0%	32.8%
Grand Total		1237	181	310	143	475	128

*Students in vocational-technical (terminal) courses, listed as Junior College

COLLEGE ENROLLMENT AND RETENTION

Table XVII on the opposite page gives the per cent of college enrollment by schools, for autumn 1958, and the return enrollment for 1959. In order to make the distribution more meaningful, table XIII showing size of the graduating classes in relation to school size has been included. As can be observed in the table, there is considerable overlapping of the number of graduates in the size of school groups.

The size of graduating class might have been used in this study, as it has been in a number of studies dealing with graduates to college, but the more extreme fluctuation from year to year of graduates, as compared with the lesser fluctuation in total enrollment, would make continuing studies with the "size of graduating class" group too changeable.

Table XVIII data gives a better indication of the reason for the extreme spread found for schools in the 0 - 125 size group. For example, of the 18 schools shown with 0 - 4 graduates in 1958, a number enrolled one or two students. When one or two students withdrew from college, the 25 or 50 per cent shown becomes a zero in the 1959 column of table XII.

Table XIX on pages 36 and 37 gives the information from table XVII in scatter diagram form, identifying enrollment and retention for each school individually. It can be read as follows, for the starred number identifying this school as enrolling 71 - 75 per cent of its graduates in college in 1958; from the left hand column it is seen that all returned in 1959. Using the school listed for 86 - 90 per cent enrollment in 1958, the left hand column reading shows that 41 - 45 per cent or approximately half of this school's students returned for the second year of college.

TABLE XVII

DISTRIBUTION OF 1958 GRADUATES OF MONTANA HIGH SCHOOLS BY ENROLLMENT (SIZE) OF HIGH SCHOOLS

Size of graduating Class	0 - 125	125 - 375	375+	College Towns	Non-public
500+				1	
. . .					
300 - 349				3	
200 - 249			1		
175 - 199				2	
100 - 125			1	2	
90 - 99			1	1	
80 - 89			2		2
70 - 79		2	1		1
65 - 69		2	1		
60 - 64		3	1		1
55 - 59		1	1		1
50 - 54		2			
45 - 49		3		1	1
40 - 44		2			
35 - 39		11			1
30 - 34		6			
25 - 29	8	8			1
20 - 24	12	4			3
15 - 19	15	2			1
10 - 14	27				3
5 - 9	28				1
0 - 4	18				
Totals	108	46	9	10	16

TABLE XVIII

PERCENTAGE OF COLLEGE ATTENDANCE FROM MONTANA HIGH SCHOOLS, AUTUMN 1958 ENROLLMENT AND AUTUMN 1959 RETURN

Per	0 - 125		125 - 375		375+		College Towns		Non-public	
cent	1958	1959	1958	1959	1958	1959	1958	1959	1958	1959
86 - 90	1									
. . .										
71 - 75	1	1								
66 - 70	2	1	1						1	
61 - 65	2	1								
56 - 60	2	1	2				2		2	
51 - 55	4	1	2	1			1			
46 - 50	12	2	6	2	1		2		5	1
41 - 45	8	3	8	1	2		4		2	1
36 - 40	13	4	8	1	2			2	3	5
31 - 35	6	7	8	6	2	1	1	4		4
26 - 30	9	14	3	10	1	4		3		1
21 - 25	16	9	6	10	1	3		1	1	
16 - 20	9	13	2	8						2
11 - 15	12	18		6		1				
6 - 10	5	13								
1 - 5		2		1						
0	6	18							2	2
Totals	108	108	46	46	9	9	10	10	16	16

SCATTER DIAGRAMS SHOWING PER CENT ENROLLMENT IN COLLEGE BY SCHOOLS

0 - 125 Enrollment - Per cent 1958-59

Per cent 1959-60	0	1 5	6 10	11 15	16 20	21 25	26 30	31 35	36 40	41 45	46 50	51 55	56 60	61 65	66 70	71 75	76 80	81 85	86 90	Total
71-75																1*				1
66-70															1					1
61-65														1						1
56-60													1							1
51-55												1								1
46-50											1				1					2
41-45										1	1								1	3
36-40									1		3									4
31-35								1			3	3								7
26-30							2	1	5	5				1						14
21-25						3	2	2			2									9
16-20					3	5			3	1	1									13
11-15				6	3	3	2	1	2		1									18
6-10			3	1	2	3	1		2	1										13
1- 5				2																2
0	6		2	3	1	2	2	1					1							18
Totals	6		5	12	9	16	9	6	13	8	12	4	2	2	2	1			1	108

125 - 375 Enrollment - Per cent 1958-59

51-55											1	1
46-50								1	1			2
41-45									1			1
36-40							1					1
31-35						3	2	1				6
26-30			1		2	5	2					10
21-25		1		5	4							10
16-20			2	3	2		1					8
11-15	2	4										6
6-10												0
1- 5		1										1
0												
Totals	2	6	3	8	8	8	6	2	2		1	46

*Schools at the diagonal have same per cent enrollment, that is all college entrants returned in 1959.

FOR THEIR 1958 GRADUATES, AS ENROLLED IN 1958 AND AS RE-ENROLLED IN 1959

375+ Enrollment - Per cent 1958-59

Per cent 1959-60	0	1 5	6 10	11 15	16 20	21 25	26 30	31 35	36 40	41 45	46 50	51 55	56 60	61 65	66 70	71 75	76 80	81 85	86 90	Total
31-35											1									1
26-30									2	2										4
21-25							1	2												3
16-20																				
11-15						1														1
6-10																				
1- 5																				
0																				
Totals						1	1	2	2	2	1									9

College Towns - Per cent 1958-59

Per cent 1959-60	0	1 5	6 10	11 15	16 20	21 25	26 30	31 35	36 40	41 45	46 50	51 55	56 60	61 65	66 70	71 75	76 80	81 85	86 90	Total
36-40													2							2
31-35										2	1	1								4
26-30										2	1									3
21-25								1												1
16-20																				
11-15																				
0																				
Totals								1		4	2	1	2							10

Non-Public Secondary Schools - Per cent 1958-59

Per cent 1959-60	0	1 5	6 10	11 15	16 20	21 25	26 30	31 35	36 40	41 45	46 50	51 55	56 60	61 65	66 70	71 75	76 80	81 85	86 90	Total
46-50											1									1
41-45													1							1
36-40									1		3		1							5
31-35										2	1				1					4
26-30									1											1
21-25																				
16-20						1			1											2
11-15																				
6-10																				
1- 5																				
0	2																			2
Totals	2					1			3	2	5		2		1					16

RETENTION

Data concerning retention of students in college will be presented in terms of retention by the institution of first enrollment and by retention and withdrawal as related to students remaining in any college.

Retention in the institution of first enrollment gives some indications of the holding power of the type of institution involved as well as indications of wise placement.

Holding power, that is, retention of college enrollees, is a factor certainly not to be considered in relation to the student or to the high school and its program alone. The type of college, how well it meets the expectations and needs of the student, can be considered a definite factor. Certainly we may assume that the first or primary responsibility should be or may be placed with the graduating high school for placement. A majority of students considering college may be assisted in placement and shown reasons for choosing a college to which they can adapt, and which best meets their ambitions or desires or needs. Placement is an important function of the guidance staff in a school. College drop-out may be an indication of the extent to which these services are available and functioning properly. This placement process must begin early in high school years and should assist the student in selecting the school best suited to his needs and to the training he has received in high school. The school curriculum and the course work taken by the student must be taken into account. The placement process takes into consideration the abilities, the personality, and the preparation of the student. With proper placement, the problem of the enrolling freshman becomes one in which the college should assume major responsibility for retention.

STUDENT TRANSFERS IN COLLEGE

Transfer of students to other institutions is one form of loss to the college in which the student first enrolls. Information was sought as to the reason for transfer, but information obtained was rather incomplete. Some of the reasons given for transfer were: low grades in the first institution, dissatisfaction with course work, change of interests. A number of students out of state transferred back to Montana for financial reasons. Some transferred in order to be nearer home. Others transferred in order to be with friends in other institutions. One boy transferred to an institution where "friends weren't finding it so tough". Three transfers were made to federal military training academies.

Repeat transfers, of which there were a number, have been listed as one transfer in the tables, with the change shown from first to final institution.

Table XX on the following page shows the number of and type of transfers among institutions, and the net gain or loss for each type of institution. Of the original group of 1445 boys enrolling in college, 9.7 per cent had transferred during the first year or by the beginning of the fall quarter, 1959. Of the original group of 1237 women, 93 or 7.5 per cent had transferred during this same period; 32 or 22.8 per cent of the transfers for men were to the same type of institution; 14 or 15.1% of the transfers for women were to the same type of institution.

Table XXI indicates the geographic nature of these transfers. Thirty-seven men and 39 women who originally enrolled in out-of-state institutions returned to Montana institutions. Four men and 10 women originally enrolled out of state transferred to other out-of-state institutions. Ten men and 1 woman transferred from Montana institutions to out-of-state institutions. The majority of the transfers were among institutions in Montana, with 89 men and 43 women transferring.

TABLE XX

DISTRIBUTION OF 1958-1959 TRANSFER STUDENTS, OF THE 1958 MONTANA HIGH SCHOOL GRADUATES, BY TYPE OF INSTITUTION

Original Enrollment Autumn, 1958	1959-1960 Enrollment, Men							
	Public Univ.	Private Univ.	Liberal Arts	Liberal Arts, Non-sect.	Teacher Training	Junior College	Techno-logical	Total
Public	*26	2	7	0	28	2	6	70
Private	5	0	2	0	0	0	1	8
Liberal Arts	17	0	3	0	3	1	2	26
Liberal Arts, Non-sectarian	1	0	0	0	0	0	0	1
Teacher Training	15	0	2	0	3	0	0	20
Junior College	4	0	1	0	2	0	0	8
Technological	5	0	0	0	2	0	0	7
1959 Enrollment Total	73	2	15	0	38	3	9	140
1958 Enrollment	70	8	26	1	20	8	7	
Change, 1959	+3	-6	-11	-1	+18	-5	+2	
	1959-1960 Enrollment, Women							
Public	*10	0	4	0	11	2		27
Private	4	0	3	0	0	0		7
Liberal Arts	12	3	3	0	11	1		30
Liberal Arts, Non-sectarian	1	0	1	0	0	0		2
Teacher Training	13	0	2	0	1	0		16
Junior College	9	0	0	0	2	0		11
1959 Enrollment Total	49	3	13	0	25	3		93
1958 Enrollment	27	7	30	2	16	11		
Change, 1959-60	+22	-4	-17	-2	+9	-8		

*Diagonal - designates transfers to same type of institution.

TABLE XXI

GEOGRAPHIC DISTRIBUTION OF TRANSFERS SHOWING ORIGINAL AND PRESENT INSTITUTION

Men								Women					
Pub	Priv	LA	TT	Jr	Tech	Total		Pub	Priv	LA	TT	Jr	Total
							Out-of-State Transfers to Montana Institutions						
4		1	1			6	Public U.	3			1		4
4		2			1	7	Private U.	4		1			5
10		1	1	1	1	14	LA, sect.	9		3	9	1	22
1						1	LA, non-sect.	1					1
2			1			3	T Training						
4			1			5	Jr College	7					7
1						1	Technological						
26		4	4	1	2	37	Totals	24		4	10	1	39
							Out-of-State to Out-of-State Institutions						
1						1	Public U.				1		1
	1					1	Private U.			2			2
		1	1			2	LA, sect.	3	3				6
							LA, non-sect.			1			1
1	1	1	1			4	Totals	3	3	3	1		10
							Montana Institutions to Montana Institutions						
19		5	27	1	3	55	Public U.	7		4	8	2	21
7		1	1			9	LA				2		2
12		2	2			16	TT	13		2	1		16
1		1	1			3	Jr College	2			2		4
4			2			6	Technological						
43		9	33	1	3	89	Totals	22		6	13	2	43
							Montana Institutions to Out-of-State Institutions						
2	1	1		1	3	8	Public				1		1
					1	1	LA						
1						1	TT						
3	1	1		1	4	10	Totals				1		1
73	2	15	38	3	9	140	Grand Totals	49	3	13	25	3	93

RETENTION : INSTITUTION OF FIRST INSTITUTION

Table XXII on the opposite page gives the basic information concerning length of attendance through the first year and returning students for the second year of college. Termination of program is indicated by withdrawal or by transfer, as indicated in the title statement, "in relation to institution of first enrollment".

There is little difference between the total percentages of men and women who dropped out or transferred during the first year. A somewhat larger percentage of men discontinued or transferred during or at the end of the first registration period, while a proportionately greater number of women completed the year and discontinued or transferred. The larger summer loss between school years for women is due to marriage.

There are some definite differences in losses by institution, and from some types of institution, definite differences by sex. The heavy loss during the first registration period for women in private universities are losses of girls in a probable three categories: marriage, homesickness, and academic difficulties due to poor placement or selection of college. The better showing of men in private universities is largely due to the fact that 21 of the 69 enrolled were in independently controlled or non-sectarian private universities and sustained only one loss during the first year. This same high level of retention is reflected in the non-sectarian liberal arts colleges, and greater loss for women, caused about equally by transfer to Montana institutions (near or at home) and by marriage.

In publicly controlled institutions, retention was somewhat above the average for all institutions, with 62 per cent of the men and 66 per cent of the women returning to the institution of first enrollment.

TABLE XXII

DISTRIBUTION SHOWING PERIODS OF ATTENDANCE FOR 1958 MONTANA HIGH SCHOOL GRADUATES, AUTUMN ENROLLMENT, IN RELATION TO INSTITUTION OF FIRST ENROLLMENT

Period of Attendance	Total	Total by Sex		Type of Institution															
				Public Univs.		Private Univs.		Lib.Arts Sectarian		Lib. Arts Non-sect.		Teacher Training		Junior Colleges		Techno-logical*		Bible	
		Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
Not beyond 1st Registration Period	394 % 14.7	243 % 16.8	151 % 12.2	106 % 14.0	47 % 8.7	3 % 4.4	10 % 24.4	23 % 11.9	25 % 10.2	1 % 4.5	1 % 7.7	67 % 28.4	48 % 17.3	30 % 29.7	17 % 16.0	12 % 20.3	2 % 40.0	1 % 12.5	1 % 9.1
Beyond 1st Registration, but not completing the year	138 % 5.1	86 % 6.0	52 % 4.2	35 % 4.6	22 % 4.1	5 % 7.2	2 % 4.9	3 % 1.6	4 % 1.6	0 %	0 %	32 % 13.6	19 % 6.9	11 % 10.9	5 % 4.7				
Completing one year but not returning for 2nd year	572 % 21.3	278 % 19.2	294 % 23.8	147 % 19.3	113 % 21.0	14 % 20.3	8 % 19.5	43 % 22.4	69 % 28.2	1 % 4.5	3 % 23.1	34 % 14.4	66 % 23.8	19 % 18.8	32 % 30.2	17 % 28.8	1 % 20.0	3 % 37.5	2 18.2
Enrolled for 2nd year, Autumn, 1959	1578 % 58.9	838 % 58.0	740 % 59.8	472 % 62.1	357 % 66.2	47 % 68.1	21 % 51.2	118 % 63.1	147 % 60.0	20 % 91.0	9 % 69.2	107 % 44.6	144 % 52.0	41 % 40.6	52 % 49.1	29 % 50.0	2 % 40.0	4 % 50.0	8 % 72.7
Total number of students, beginning enrollment Autumn, 1959	2682	1445	1237	760	539	69	41	187	245	22	13	240	277	101	106	58	5	8	11

RETENTION IN TERMS OF STUDENTS WHO RETURNED TO SOME COLLEGE

Table XXIII shows the number of 1958 Montana high school graduates returning to college for the 1959-1960 school year. The total group includes students who transferred and students who may have withdrawn from school during the first year who returned for the autumn registration period.

Per cents are given in terms of size of school group, for men and women, with the per cent enrollment by quarters for each school group, totaling 100 per cent. Comparison with table III, page 16, which gives the same type of data for the 1958 enrollment, gives a better picture of the changes.

The top quarter mean for men has risen from 35.6 per cent to 44.2 per cent. The pattern for women is similar, with the per cent in top quarter from 52.3 per cent to 58.1 per cent for second year. Total per cent enrollment in the top quarter for the first year was 43.3 per cent, for the second year 50.5 per cent. Total for the upper half, first year 71.2 per cent, for lower half 28.8 per cent; second year 77.6 per cent and 22.4 per cent.

Men enrolled -- % upper half 63.7%, lower half 36.3%
Men returned - % upper half 71.1%, 28.9% lower half
Women, original enrollment -- % upper half 80.1, lower half 19.9%
Women returned -- % upper half 85.5%, lower half 14.5%

Table XXIV gives the high school class rank of returning graduates, to each type of institution, on the basis of second year enrollment. If data is compared with data in table VI, page 18, it is evident that all types of colleges except liberal arts, non-sectarian, gained substantially in an increased percentage of higher ranking students. Per cents are rather stable in reference to the 2nd quarter, and there are the noticeable losses for the lower half indicated in the discussion of table XXIII. Figure 5, page 47, shows this reenrollment data.

TABLE XXIII

NUMBER AND PER CENT OF 1958 MONTANA HIGH SCHOOL GRADUATES ENROLLING IN COLLEGE, AUTUMN 1958, WHO RETURNED FOR SECOND YEAR, BY SIZE OF HIGH SCHOOL AND CLASS RANK IN FOURTHS, WITH PER CENT IN RELATION TO PER CENT FOR EACH SCHOOL GROUP

School Group	1959 Enrollment	Top Quarter No.	Top Quarter per cent	3rd Quarter No.	3rd Quarter per cent	2nd Quarter No.	2nd Quarter per cent	Low Quarter No.	Low Quarter per cent
				MEN					
0 - 125	150*	73*	48.7	37	24.7	30	20.0	10	6.6
125 - 375	246	119	48.4	66	26.8	48	19.5	13	5.3
375+	123	48	39.0	32	26.0	29	23.6	14	11.4
College Towns	379	155	40.9	106	28.0	76	20.0	42	11.1
Non-public	110	51	46.3	30	27.3	21	19.1	8	7.3
Totals	1008	446	44.2	271	26.9	204	20.3	87	8.6
				WOMEN					
0 - 125	117*	68*	58.1	27	23.1	15	12.8	7	6.0
125 - 375	212	123	58.0	63	29.7	19	9.0	7	3.3
375+	106	71	67.0	26	24.5	8	7.6	1	.9
College Towns	316	183	57.8	85	27.0	41	13.0	7	2.2
Non-public	89	43	48.3	29	32.6	14	15.7	3	3.4
Totals	840	488	58.1	230	27.4	97	11.5	25	3.0
Grand Totals	1848	934	50.5	501	27.1	301	16.3	112	6.1

*Example: 73/150 = 48.7%; that is, 48.7% of the men returning for their second year of college from schools of 0 - 125 enrollment ranked in the first quarter of their high school class; for the women 68/117 = 58.1%.

TABLE XXIV

NUMBER AND PER CENT OF 1958 GRADUATES RETURNING TO COLLEGE IN 1959: PER CENT IN RELATION TO TYPE OF COLLEGE

Type of College	Total	Top Quarter No.	Top Quarter Per cent	3rd Quarter No.	3rd Quarter Per cent	2nd Quarter No.	2nd Quarter Per cent	Low Quarter No.	Low Quarter Per cent
				MEN					
Public Univ.	568*	252*	44.4	160	28.2	104	18.3	52	9.1
Private Univ.	48	32	66.7	12	25.0	4	8.3		
LA, Sectarian	133	72	54.1	33	24.8	21	15.8	7	5.3
LA, Non-sectarian	20	19	95.0			1	5.0		
Teacher Training	152	36	23.7	46	30.3	52	34.2	18	11.8
Junior College	45	9	20.0	13	28.9	17	37.8	6	13.3
Technological	38	24	63.2	7	18.4	3	7.9	4	10.5
Bible	4	2	50.0			2	50.0		
Totals	1008	446	44.2	271	26.9	204	20.3	87	8.6
				WOMEN					
Public Univ.	409	265	64.8	95	23.2	43	10.5	6	1.5
Private Univ.	24	15	62.5	8	33.3	1	4.2		
LA, Sectarian	160	93	58.1	47	29.4	13	8.1	7	4.4
LA, Non-sectarian	9	8	88.9	1	11.1				
Teacher Training	173	76	43.9	56	32.4	34	19.7	7	4.0
Junior College	54	25	46.3	21	38.9	4	7.4	4	7.4
Technological	3	1	33.3	1	33.4	1	33.3		
Bible	8	5	62.5	1	12.5	1	12.5	1	12.5
Totals	840	488	58.1	230	27.4	97	11.5	25	3.0
Grand Totals	1848	934	50.5	501	27.1	301	16.3	112	6.1

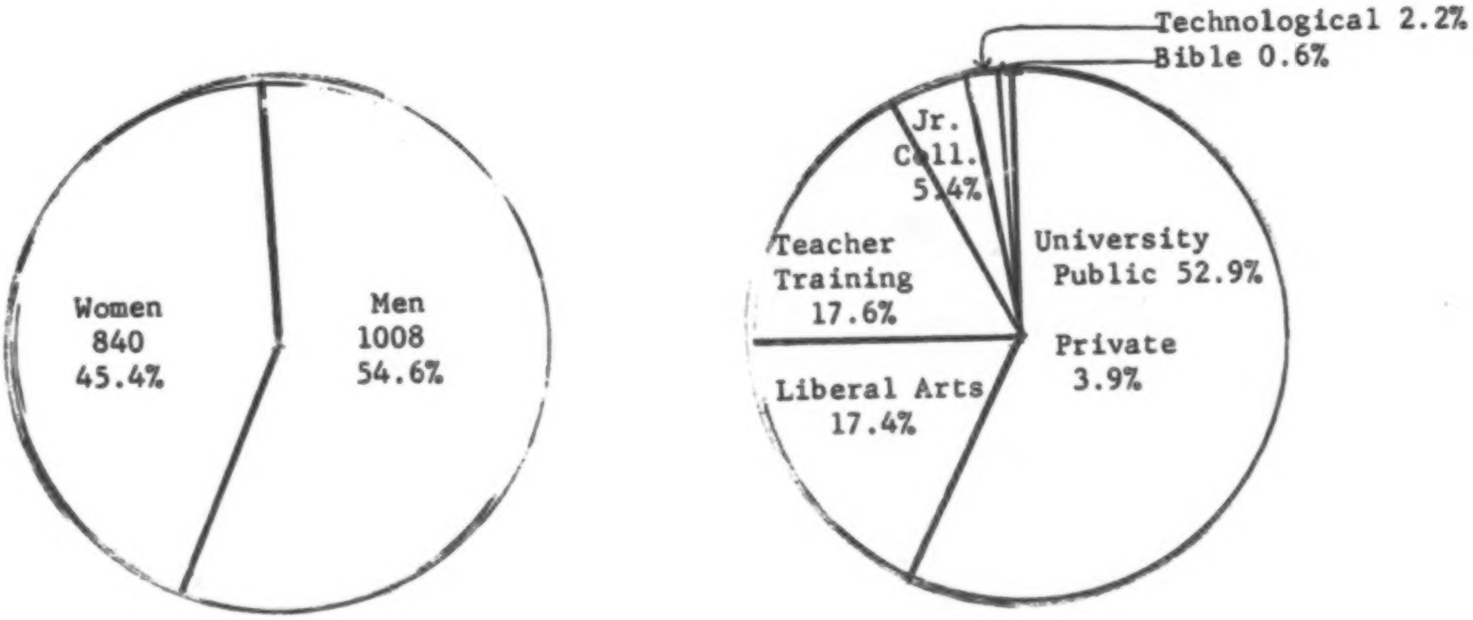
*Example: 252/568 = 44.4%; that is, 44.4% of those returning to public universities were from the upper quarter of their high school class.

FIGURE 5

COLLEGE RE-ENROLLMENT OF 1958 MONTANA HIGH SCHOOL GRADUATES, AUTUMN 1959

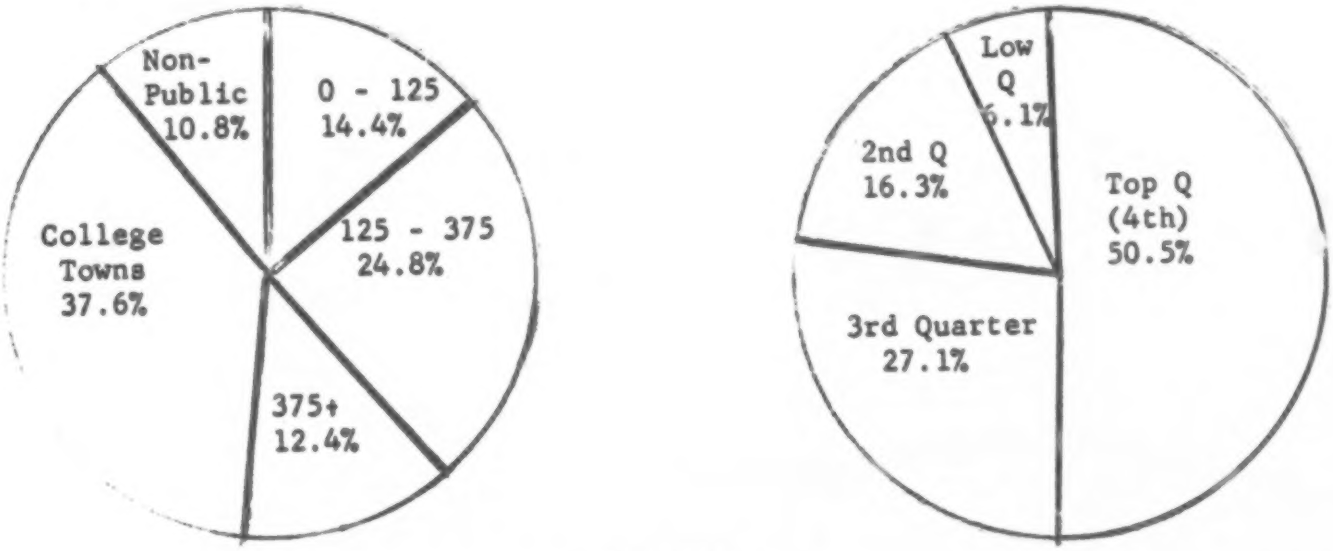
Sex

Type of Institution



Size or Type of High School

High School Rank by Quarters



N = 1848

Data in table XXV on the opposite page shows the per cent of students enrolled for second year college, for each quarter, in relation to the total number of high school graduates for each quarter. Table V, page 15, gives this same type of information for initial enrollment in 1958. The information is shown graphically for the 1958 and the 1959 enrollment in figure 6, page 50.

Table XXVI shows the per cent of 1958 graduates enrolling in college who discontinued, by size of high school and class rank in fourths. Data for the percentages was obtained from tables III, page 14, and table XXIII, page 45.

College withdrawal for the 1958 graduates for the first year college was 31.1 per cent of the total group enrolling. The rate of discontinuation was 30.2 per cent for men and 32.1 per cent for women. Totals for men and women are shown also in figure 7, page 51.

Per cent of discontinuation by size of schools was highest for students from the 0 - 125 size schools, lowest for the non-public schools.

Drop out for men by quarters shows a lower rate for the first quarter, the rate becoming progressively higher for each quarter to the low quarter. College town men show an outstanding return for the top quarter, with a loss of only 7.2 per cent.

Women show a less definite pattern, with losses distributed more uniformly through each quarter. Total data by quarters, top to low:

men -- 13.3	33.3	38.2	55.4
women- 24.6	33.2	40.7	57.4

Marriage was the factor causing a large part of the drop-outs for the upper half, for women.

TABLE XXV

NUMBER AND PER CENT OF 1958 GRADUATES RETURNING TO COLLEGE, AUTUMN, 1959

Size of School	No. HS Grads	No. Grads in each fourth	Top Quarter No.	Top Quarter Per cent	3rd Quarter No.	3rd Quarter Per cent	2nd Quarter No.	2nd Quarter Per cent	Low Quarter No.	Low Quarter Per cent
0 - 125	1354	339	141	41.6	64	18.9	45	13.3	17	5.0
125 - 375	1773	443	242	54.6	129	29.1	67	17.4	20	4.5
375+	900	225	119	52.9	58	25.8	37	16.4	15	6.7
College Towns	2279	570	338	59.2	191	33.5	117	20.5	49	8.6
Non-public	622	156	94	60.3	59	31.4	35	22.4	11	7.1
Totals	6928	1732	934	53.9	501	28.9	301	17.4	112	6.5

TABLE XXVI

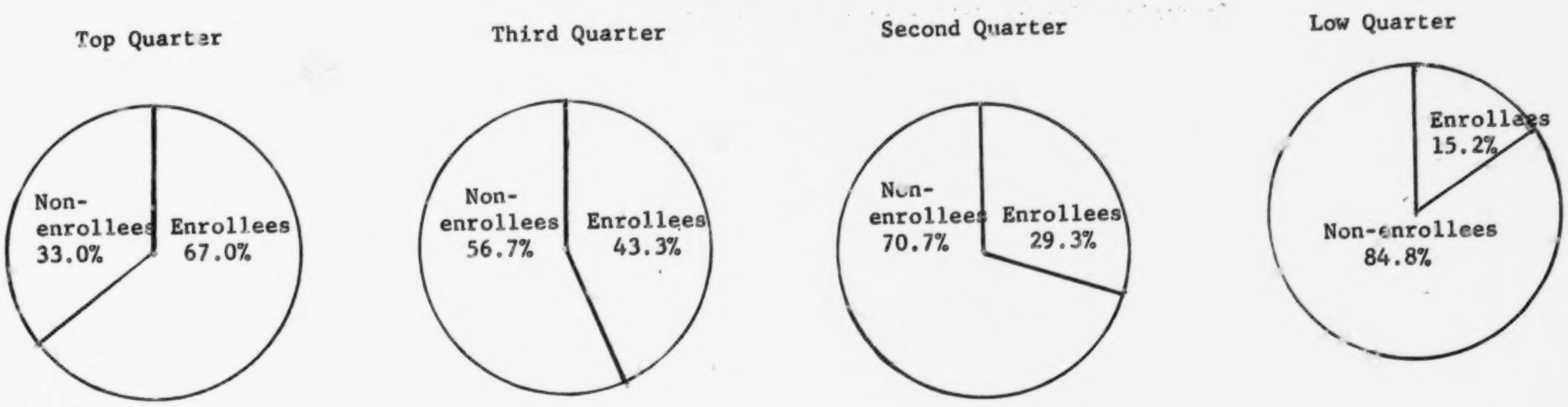
NUMBER AND PER CENT OF 1958 MONTANA HIGH SCHOOL GRADUATES ENROLLING IN COLLEGE WHO DISCONTINUED DURING OR AT END OF FIRST YEAR, BY SIZE OF HIGH SCHOOL AND CLASS RANK IN FOURTHS*

School Size	No. students discontinued		Top Quarter No.	Top Quarter Per cent	3rd Quarter No.	3rd Quarter Per cent	2nd Quarter No.	2nd Quarter Per cent	Low Quarter No.	Low Quarter Per cent
					MEN					
0 - 125	85	36.2%	19*	20.7	33	47.1	22	42.3	11	52.4
125 - 375	103	29.5	20	14.4	34	34.0	21	30.4	28	68.3
375+	59	32.4	9	15.8	17	34.7	22	43.1	11	44.0
College T.	150	28.4	12	7.2	38	26.4	50	39.7	50	54.3
Non-public	40	26.7	8	13.6	13	30.2	11	34.4	8	50.0
Totals	437	30.2	68	13.3	135	33.3	126	38.2	108	55.4
					WOMEN					
0 - 125	64	35.4	31	31.3	16	37.2	9	37.5	8	55.3
125 - 375	98	31.6	42	25.5	20	24.1	21	52.5	15	68.2
375+	37	25.9	13	15.5	13	33.3	9	58.8	2	66.7
College T.	159	33.5	57	23.8	55	39.3	31	43.1	16	69.6
Non-public	39	30.5	16	27.1	10	25.6	11	44.0	2	40.0
Totals	397	32.1	159	24.6	114	33.1	81	45.5	43	63.2
Grand Total	834	31.1	227	19.6	249	33.2	207	40.7	151	57.4

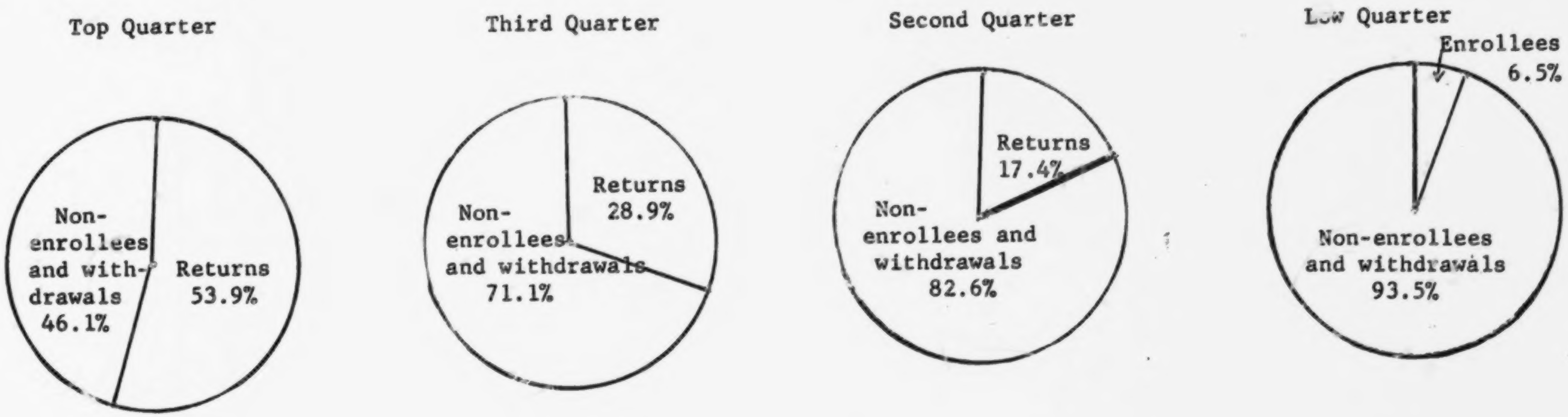
*Per cent of original enrollment, by school group for each quarter, number in each quarter for each school group divided by original number in table , for example: 19/92 = 20.7%.

FIGURE 6

PER CENT COLLEGE ENROLLMENT FOR EACH QUARTER (HIGH SCHOOL RANK)
OF THE 1958 MONTANA HIGH SCHOOL GRADUATES*



Per Cent College Return, 1959, for Each Quarter

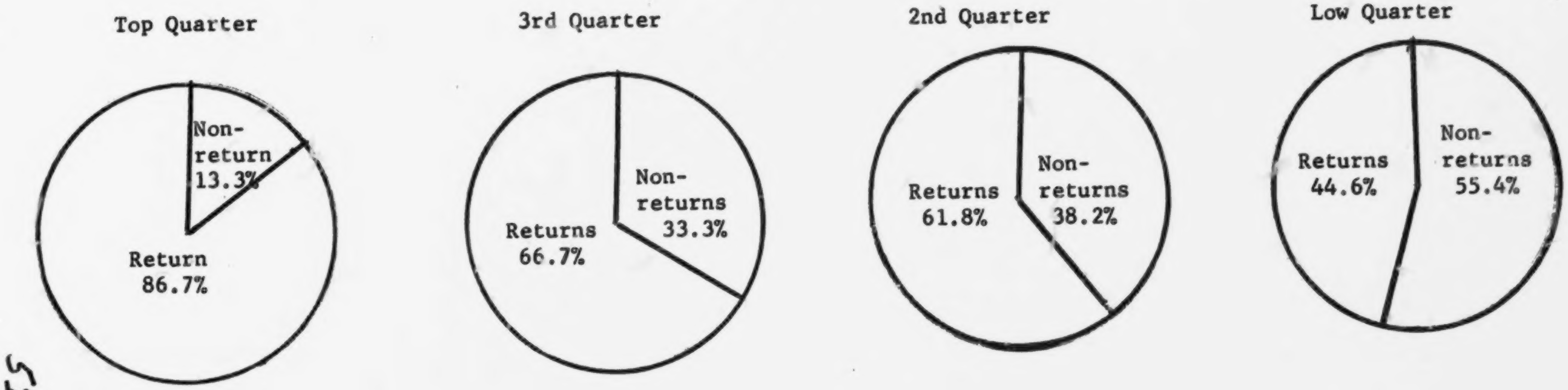


Number graduates in each quarter = 1732. See Table V and XXV

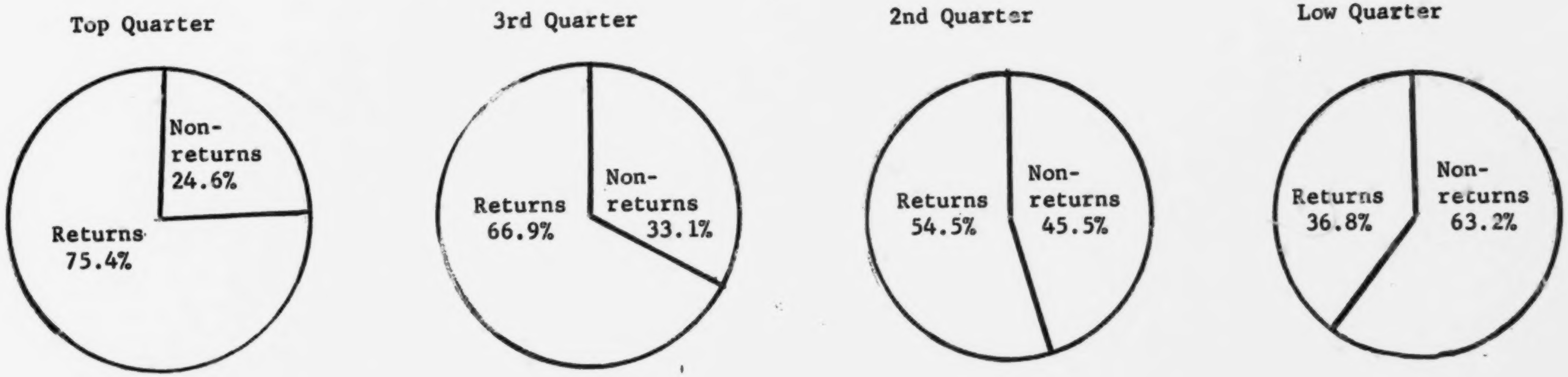
FIGURE 7

RETENTION OF 1958 MONTANA HIGH SCHOOL GRADUATES

MEN



WOMEN



Data in table XXVII indicates losses by types of institutions, from initial enrollment in 1958 to re-enrollment in 1959. This data does not represent actual dropout, but includes the net result of transfer in and out of the types of institutions, and a considerable number who withdrew during the 1958-1959 school year who returned to the institution where they had enrolled initially. About 15 per cent of the men and 4 per cent of the women who withdrew for one or more periods during the year did return.

Public university students show the least per cent loss of students, other than for the small select group of men enrolled in non-sectarian liberal arts colleges. Technological institutions showed no loss for first quarter men but heavy losses for the third and second quarter. Fifty per cent of these losses were transfers, chiefly students taking general course work. Heavy losses by the junior college group reflect a considerable number of transfers, notably in the upper half, and completion of terminal programs by a number of students (no complete check was available on those in terminal programs, but 3 men and 12 women were reported as completing terminal programs.)

The higher losses for women, particularly in the upper half, as noted earlier in this report, are due largely to marriages. Reports indicated only three of those married as returning to college for the autumn quarter.

TABLE XXVII

NUMBER AND PER CENT OF STUDENT LOSSES BY TYPE OF INSTITUTION FOR THE FIRST YEAR OF COLLEGE FOR THE 1958 GRADUATES

MEN

Type of College	Total	Per cent	Top Quarter		3rd Quarter		2nd Quarter		Low Quarter	
			No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Public Univ.	192	25.3	32	11.3	67	30.0	57	35.4	36	40.9
Private Univ.	21	30.4	9	22.0	7	41.6	2	33.3	3	100.0
LA, sectarian	54	28.9	11	13.3	23	41.1	17	44.7	3	30.0
LA, non-sectarian	2	9.1	2	16.7						
Teacher Training	88	36.7	7	16.3	12	20.7	25	32.5	44	71.0
Junior College	56	55.4	7	43.8	15	53.6	14	45.2	20	76.9
Technological	20	34.5			10	58.8	10	76.9		
Bible	4	50.0			1	100.0	1	33.3	2	100.0
Totals	437	30.2	68	13.3	135	33.3	126	38.2	108	55.4

WOMEN

Type of College	Total	Per cent	Top Quarter No.	Top Quarter Per cent	3rd Quarter No.	3rd Quarter Per cent	2nd Quarter No.	2nd Quarter Per cent	Low Quarter No.	Low Quarter Per cent
Public Univ.	130	24.1	53	16.7	35	26.9	32	42.7	10	62.5
Private Univ.	17	41.5	9	37.5	5	38.5	2	66.7	1	14.2
LA, sectarian	85	34.7	41	30.6	24	33.8	16	55.2	4	36.4
LA, non-sectarian	4	30.8	2	20.0	2	66.7				
Teacher Training	104	37.5	38	33.3	29	34.1	24	41.4	13	65.0
Junior College	52	49.1	16	39.0	15	41.7	6	60.0	15	78.9
Technological	2	40.0			1	50.0	1	50.0		
Bible	3	27.3			3	75.0				
Totals	397	32.1	159	24.6	114	33.2	81	45.5	43	63.2

PROXIMITY EFFECTS; ENROLLMENT AND RETENTION

What is the effect of the proximity factor in relation to college enrollment and retention?

The college towns have been set up as a separate group for this study, because of the effects of nearness of location to college. High school students in college towns familiarize themselves with college conditions during high school years, become acquainted with college students and the college program, and find it easier to assume the college role. They also can attend with less expense.

It was thought that local enrollment and the second year return might give some indication of differences in college retention, as well as differences in enrollment. It would appear that if graduates find it easier to enroll, they would also show a higher withdrawal rate.

A tabulation of data for local high school enrollment to the local college or colleges shows 272 men (18.8 per cent of the total enrollment) and 228 women (18.4 per cent of total enrollment for women). Returning students in 1959-1960 included 145 men, or 53.3 per cent of the group, and 114 women, or 50 per cent of the group. By type of colleges, the data is as follows:

	1958 Enrollment	1959 Return	Per cent return to 'local school	Per cent return total population
		Two University Towns		
Men	105	69	65.7	74.7
Women	88	57	64.7	75.9
		Three Liberal Arts Colleges		
Men	36	25	69.4	71.1
Women	31	19	61.3	65.3
		Three Teacher Training Colleges		
Men	82	33	40.2	63.3
Women	74	26	35.1	62.5
		Three Junior Colleges		
Men	20	7	25.0	44.6
Women	30	9	30.0	49.9
		Technological		
Men	29	11	37.9	65.6
Women	5	2	40.0	40.0

It is evident that for all types of colleges, the withdrawal rate is higher for students enrolling from local schools than for the total population.

Students often take their first year or two of work at the local college, transfer into a type of college which offers course work in the area in which they plan to major. Another year will find the junior college population near zero for the present group.

Table XXXI in the appendix gives some further information concerning enrollment and retention. The number and per cent of 1958 graduates enrolling in college, and the number and per cent returning in 1959, is tabulated by counties. Figure 8 on the following page shows this information in a breakdown by counties.

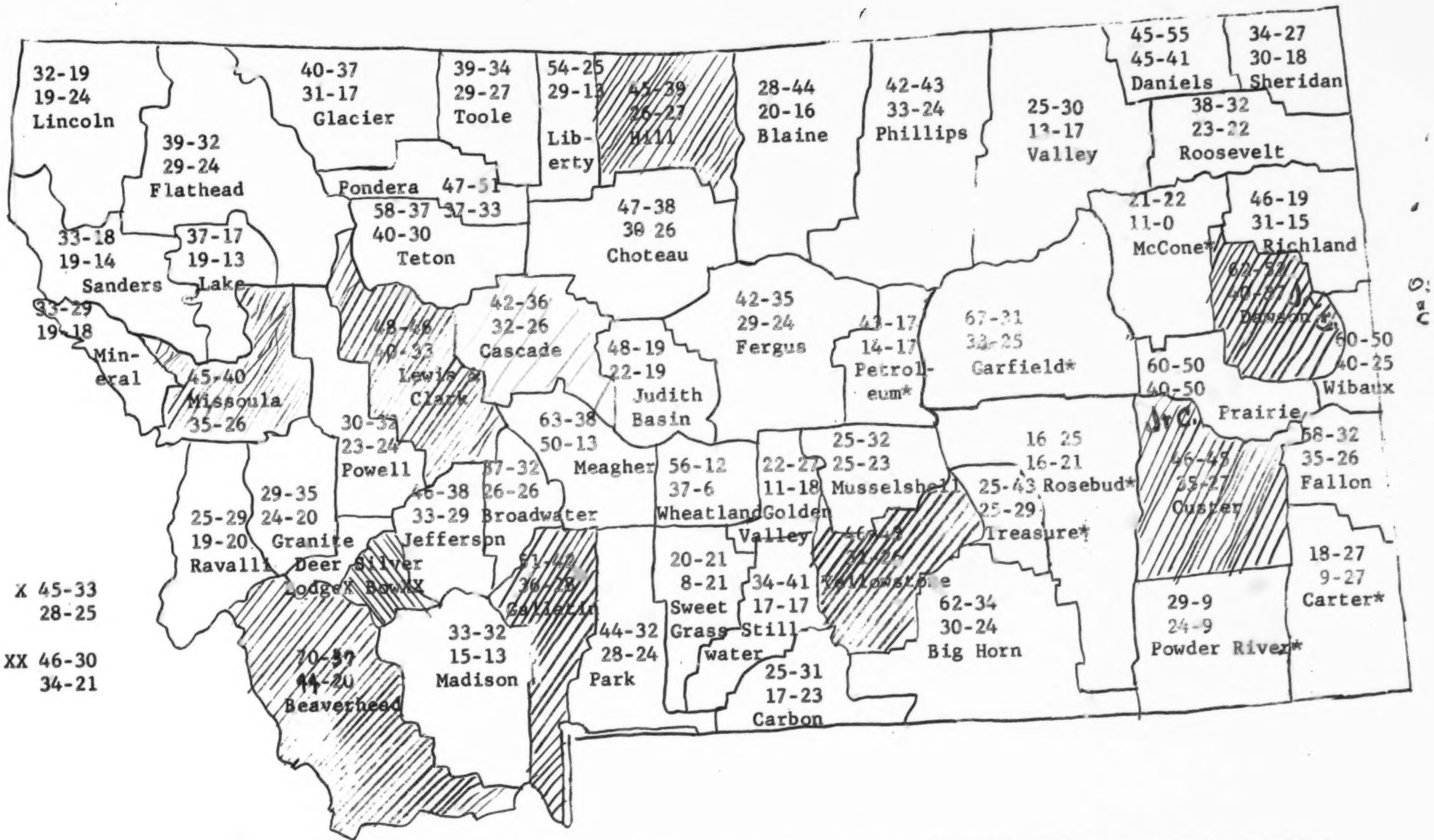
Per cents are given for men and women, initial enrollment and return, for each county.

It is evident that enrollment is less in areas less thickly populated and farther distant from colleges (counties with a college are shaded).

Northeastern counties have access to out-of-state colleges less distant than Eastern at Billings, or Northern at Havre, and this is apparently reflected in higher college enrollment. Likewise, the Northwestern counties have easy access to two Washington colleges which are much closer than their nearest state school -- Montana State University.

FIGURE 8

PER CENT OF 1958 MONTANA HIGH SCHOOL GRADUATES ENROLLING IN COLLEGES OR UNIVERSITIES, BY COUNTIES, AND AS RE-ENROLLED FOR 1959


32-19 19-24 Lincoln
39-32 29-24 Flathead
40-37 31-17 Glacier
39-34 29-27 Toole
54-25 29-13 Liberty
45-39 26-27 Hill
28-44 20-16 Blaine
42-43 33-24 Phillips
25-30 13-17 Valley
45-55 45-41 Daniels
34-27 30-18 Sheridan
38-32 23-22 Roosevelt
Pondera 47-51 37-33
58-37 40-30 Teton
47-38 30 26 Choteau
33-18 19-14 Sanders
37-17 19-13 Lake
33-29 19-18 Mineral
45-40 Missoula 35-26
48-46 40-33 Lewis & Clark
42-36 32-26 Cascade
48-19 22-19 Judith Basin
42-35 29-24 Fergus
43-17 14-17 Petroleum*
67-31 33-25 Garfield*
21-22 11-0 McCone*
46-19 31-15 Richland
62-52 40-37 Dawson
60-50 40-25 Wibaux
60-50 40-50 Prairie
58-32 35-26 Fallon
46-48 35-27 Custer
18-27 9-27 Carter*
29-9 24-9 Powder River*
30-32 23-24 Powell
63-38 50-13 Meagher
37-32 26-26 Broadwater
46-38 33-29 Jefferson
56-12 37-6 Wheatland
22-27 11-18 Golden Valley
25-32 25-23 Musselshell
16 25 16-21 Rosebud*
25-43 25-29 Treasure*
Yellowstone
62-34 30-24 Big Horn
25-29 19-20 Ravalli
29-35 24-20 Granite
Deer Lodge X
Silver Bow XX
51-42 36-28 Gallatin
20-21 8-21 Sweet Grass
34-41 17-17 Stillwater
25-31 17-23 Carbon
44-32 28-24 Park
33-32 15-13 Madison
70-37 44-20 Beaverhead
X 45-33 28-25
XX 46-30 34-21

Example: Seventy per cent of the men and 37% of the women graduating from Beaverhead County schools enrolled in college in the fall of 1958. Forty-four per cent of the men and 20% of the women, in relation to graduates, returned to college in the fall of 1959. The lower number represents 1959-60 enrollment.

Shaded counties have college towns.

HIGH SCHOOL AND COLLEGE GPA

Information concerning high school and first-year college grades for the 1958 graduates is presented in table XXVIII on page 61, for these students for whom high school and college grades were available. Total year GPA (grade point average) was used, or grades for one or more registration periods if full year's grades were not available. Additional information concerning high school and college grades, by size of high school and type of college, is included in scatter diagrams, page 63 ff. There is some discrepancy between numbers given in the tabulations on page 61 and the scatter diagrams. A few grades were added to student cards after calculations for data in table XXVIII were made, and an occasional duplication of scores occurred in the scatter diagrams. Further statistical analysis for the data presented is planned, and it is presented at this time chiefly for its descriptive value.

Scholastic aptitude test data for five units of the University of Montana was available in percentile scores. This data indicates that there is apparently little difference in scholastic aptitude between men and women enrolling in these institutions, though students enrolling in the different types of institutions were, as a group, at different levels of scholastic aptitude, an indication also appearing in the data for school rank.

On the other hand, English scores on the Cooperative English test, used with entering freshmen at the University, and cooperative reading tests used as a part of entrance tests at two of the teacher training institutions, show a definite superiority for women in the English and reading areas.

Grade data for men shows that the highest grade point average for high school is received by men in schools of 0 - 125 size, and that the grade point average decreases somewhat through the larger size of school groups to the college town group. Men in non-public schools show similar grade point average to that of men in college towns. The 375+ size group is slightly lower.

The 0 - 125 size schools show the greatest difference, .822 of a grade point between high school and college grade point average. This subtracted difference, with highest high school grades and lowest grades in college, may indicate a difference in grading in smaller schools or it may indicate differences in peer attitudes concerning high school grades. Lower college grades may indicate more difficulties in adjustment to college environment. It will be noted that the correlation for high school and college grades is also slightly lower. This information and data on the scattergrams gives a rather definite indication that high school rank or grade point averages for the 1958 group over-predicts their probable achievement in college, as compared with grades received by other groups.

Other size groups for men show little variation of difference between high school and college grade point average, approximately .4 to .5 of a grade point. Computation of quartiles also indicates, in general, little difference in grades at the extremes. A general rule or tentative prediction might be made that, in general, men from these schools will receive grades approximately ½ grade point below those they received in high school, while men from 0 - 125 size school may range 3/4 of a grade point or more below their high school grades.

Data for men in the same table, by type of institution, indicates that the above prediction might be improved by considering certain types of institution also.

Data for types of institutions omits the small population in non-sectarian liberal arts colleges and the Bible colleges. The correlation coefficient for private universities and for junior colleges as tabulated would indicate that grades would have little value in prediction of college success. Private university enrollment represents a small number of students and includes 22 men enrolling in non-sectarian schools, a high ranking group in a type of institution definitely "tougher" than the sectarian. Junior college enrollment for men was in a wide range and variety of junior colleges. A group in one institution might show a definite correlation between high school and college grades, but the scattered enrollment in many junior colleges did not.

Women, both in high school and college, received higher grades than men. This situation is not unique to the 1958 class or to Montana students as the achievement superiority in terms of grades by women is demonstrated by a large amount of research. It probably reflects, rather than higher natural aptitude, differences in peer attitudes about grades in high school; better preparation in English, certainly better work habits or habits of study and a resultant better foundation for college work, differences in drive or attitudes toward academic work, or a greater desire for approval. Evidence from numerous studies indicates that the difference is based primarily on non-intellectual characteristics.

The data in table XXVIII and in the scattergrams of high school and college grades indicates better predictive possibilities for grades with women than with men and does not indicate any marked differences by size of school. Women from small schools did not receive markedly different grades from other groups though they show a somewhat wider margin of difference for college grades.

Women maintain the grade superiority shown in high school for their first year college work, with the total group showing relatively similar differences between high school and college grades. Prediction of probable grades for college may be on approximately the same basis as for men in the larger schools.

Data in the scatter diagrams does not necessarily indicate any great variation in methods of grading, in the institutions for which they are given. Apparently,grades earned are rather similar in public university as a whole, some differences in liberal art colleges, teacher training institutions, and in junior colleges. Primarily, the greater difference can be attributed to the scholastic level (basis of class rank) of the students enrolling in each type of institution. This difference is evident if level of grades and class rank in the scatter diagrams is studied, and by re-examination of class rank to the types of institution shown in table VI, page 28.

The scatter diagrams indicate relatively few F's in grade point average. Students failing in all or most of their subjects tend to withdraw from school during the registration period. Students having difficulty with a subject frequently withdraw from the course and, as a rule, this does not go on the record as an F.

Grades shown in the scatter diagrams are based on the following grade point averages: A = 3.51 - 4.00

B = 2.51 - 3.50

C = 1.51 - 2.50

D = 0.51 - 1.50

F = 0.0 - 0.50

TABLE XXVIII

MEAN HIGH SCHOOL AND COLLEGE GRADE POINT AVERAGE FOR 1958 GRADUATES FOR WHOM GPA WAS AVAILABLE

Size, Type of School	Number Students	High S GPA	s. d.	College GPA	s. d.	Difference H. S. - C.	Correlation, H. S./ C.GPA
				Men			
0 - 125	210	2.776	.67	1.954	.69	-.822	.54
125 - 375	321	2.698	.65	2.216	.74	-.482	.59
375+	163	2.485	.63	1.958	.76	-.527	.61
College Towns	454	2.556	.66	2.138	.74	-.418	.62
Non-public	134	2.531	.67	2.135	.73	-.396	.64
Total	1282	2.594		2.120		-.474	
				Women			
0 - 125	166	2.964	.74	2.280	.76	-.684	.61
125 - 375	294	2.957	.64	2.446	.71	-.511	.69
375+	135	2.916	.56	2.436	.62	-.480	.65
College Towns	457	2.835	.65	2.479	.66	-.356	.65
Non-public	120	2.733	.68	2.345	.69	-.388	.60
Total	1172	2.883		2.424		-.459	
				Men			
Public U.	690	2.600	.66	2.200	.71	-.409	.63
Private U.	68	2.834	.65	2.223	.68	-.611	.29
LA, sectarian	169	2.865	.66	2.451	.66	-.414	.56
Teacher Train.	196	2.321	.61	2.000	.62	-.321	.49
Jr. College	68	2.306	.61	1.943	.68	-.363	.28
Technological	46	2.739	.65	2.127	.75	-.612	.50
				Women			
Public Univ.	492	2.948	.64	2.408	.71	-.540	.65
Private Univ.	36	3.088	.56	2.538	.64	-.550	.72
LA, sectarian	224	2.863	.65	2.532	.68	-.331	.46
Teacher Train.	222	2.653	.66	2.339	.69	-.314	.69
Jr. College	92	2.650	.59	2.435	.64	-.215	.51

TABLE XXIX

QUARTILE DIFFERENCES IN HIGH SCHOOL AND COLLEGE GRADES

	Difference, high school - (minus) college GPA		
Size of School	Q_3	Q_2	Q_1
		Men	
0 - 125	-.823	-.834	-.747
125 - 375	-.493	-.468	-.378
375+	-.409	-.469	-.559
College Towns	-.165	-.250	-.295
Non-public	-.424	-.367	-.359
		Women	
0 - 125	-.782	-.796	-.748
125 - 375	-.435	-.566	-.432
375+	-.430	-.384	-.396
College Towns	-.292	-.292	-.284
Non-public	-.417	-.329	-.236

SCATTER DIAGRAMS OF HIGH SCHOOL CLASS RANK AND GRADE AVERAGES EARNED IN HIGH SCHOOL AND COLLEGE FOR 1958 MONTANA HIGH SCHOOL GRADUATES FOR WHOM GRADES WERE AVAILABLE

UNIVERSITIES - Men

0 - 125 Enrollment

HS		College Grades				
Grades	F	D	C	B	A	
A		1	12	8	4	25
B	2	9	33	8		52
C	2	18	11	1		32
D	1	2	1			4
Total	5	30	57	17	4	113
Per cent	4.4	26.6	50.4	15.0	3.5	100.0

		College Grades				
	F	D	C	B	A	
Top Q*		4	31	14	3	52
3rd "	1	10	14	2	1	28
2nd "	3	12	11			26
Low "	1	4	1	1		7
Total	5	30	57	17	4	113

125 - 375 Enrollment

HS		College Grades				
Grades	F	D	C	B	A	
A			4	18	5	27
B	1	7	46	24	3	81
C	3	21	31	5		60
D		3	2			5
Total	4	31	83	47	8	173
Per cent	2.3	17.9	48.0	27.2	4.6	100.0

		College Grades				
	F	D	C	B	A	
Top Q		2	30	36	8	76
3rd "	1	7	29	10		47
2nd "	2	13	19	1		35
Low "	1	9	5			15
Total	4	31	83	47	8	173

375+ Enrollment

HS		College Grades				
Grades	F	D	C	B	A	
A			2	3	1	6
B		6	19	17	1	43
C	2	23	20	2		47
D		1				1
Total	2	30	41	22	2	97
Per cent	2.1	30.9	42.2	22.7	2.1	100.0

		College Grades				
	F	D	C	B	A	
Top Q		3	9	20	2	34
3rd "		14	14	2		30
2nd "	2	6	16			24
Low "		7	2			9
Total	2	30	41	22	2	97

College Towns Enrollment

HS		College Grades				
Grades	F	D	C	B	A	
A			3	13	11	27
B		4	61	48	7	120
C	2	48	73	5		128
D	3	8	1			12
Total	5	60	138	66	18	287
Per cent	1.7	20.9	48.1	23.0	6.3	100.0

		College Grades				
	F	D	C	B	A	
Top Q		2	32	50	18	102
3rd "		11	60	12		83
2nd "	2	33	36	3		74
Low "	3	14	10	1		28
Total	5	60	138	66	18	287

Non-Public Enrollment

HS		College Grades				
Grades	F	D	C	B	A	
A				4	1	5
B			6	1		7
C		3	13	2		18
D		1				1
Total	0	4	19	7	1	31
Per cent		12.9	61.3	22.6	3.2	100.0
Total-Norm	2.3	22.1	48.2	22.7	4.7	100.0

		College Grades				
	F	D	C	B	A	
Top Q			8	5	1	14
3rd "			5	2		7
2nd "		2	5			7
Low "		2	1			3
Total		4	19	7	1	31

*Q is abbreviated in these charts as representing fourths or quarter rank.

SCATTER DIAGRAMS OF HIGH SCHOOL CLASS RANK AND GRADE AVERAGES EARNED IN HIGH SCHOOL AND COLLEGE FOR 1958 MONTANA HIGH SCHOOL GRADUATES FOR WHOM GRADES WERE AVAILABLE

PUBLIC UNIVERISITIES - Women

0 - 125 Enrollment

HS	College Grades					
Grades	F	D	C	B	A	
A		1	5	22	5	33
B	1	6	15	7		29
C	1	1	5	2		9
D						
Total	2	8	25	31	5	71
Per cent	2.8	11.3	35.3	43.6	7.0	100.0

	College Grades					
	F	D	C	B	A	
Top Q		5	15	27	5	52
3rd "	1	1	6	4		12
2nd "		1	2			3
Low "	1	1	2			4
Total	2	8	25	31	5	71

125 - 375 Enrollment

HS	College Grades					
Grades	F	D	C	B	A	
A			9	17	6	32
B		4	39	27		70
C		6	18	1		25
D						
Total		10	66	45	6	127
Per cent		7.9	52.0	35.4	4.7	100.0

	College Grades					
	F	D	C	B	A	
Top Q		2	34	38	6	80
3rd "		4	22	5		31
2nd "		3	9	2		14
Low "		1	1			2
Total		10	66	45	6	127

375+ Enrollment

HS	College Grades					
Grades	F	D	C	B	A	
A			2	13	3	18
B		1	20	11		32
C		1	8	1		10
D						
Total		2	30	25	3	60
Per cent		3.3	50.0	41.7	5.0	100.0

	College Grades					
	F	D	C	B	A	
Top Q			14	23	3	40
3rd "		1	12	1		14
2nd "		1	4	1		6
Low "						
Total		2	30	25	3	60

College Towns Enrollment

HS	College Grades					
Grades	F	D	C	B	A	
A			5	30	12	47
B		2	38	57	3	100
C	3	12	50	12		77
D		2	1			3
Total	3	16	94	99	15	227
Per cent	1.3	7.0	41.4	43.6	6.7	100.0

	College Grades					
	F	D	C	B	A	
Top Q		2	31	81	15	129
3rd "	1	5	38	15		59
2nd "		6	24	3		33
Low "	2	3	1			6
Total	3	16	94	99	15	227

Non-Public Enrollment

HS	College Grades					
Grades	F	D	C	B	A	
A			1	2		3
B		1	5	5		11
C	1	3	7	2		13
D						
Total	1	4	[illegible]	9		27
Per cent	3.7	14.8	48.2	33.3		100.0
G.Total-norm	1.2	7.8	44.5	40.8	5.7	100.0

	College Grades					
	F	D	C	B	A	
Top Q			1	9		10
3rd "		1	7			8
2nd "		2	4			6
Low "	1	1	1			3
Total	1	4	13	9		27

LIBERAL ARTS - Women

0 - 125 Enrollment

HS Grades	F	D	C	B	A	
			College Grades			
A				3	1	4
B		1	13	5	1	20
C		1				1
D		1				1
Total		3	13	8	2	26
Per cent		11.5	50.0	30.8	7.7	100.0

	F	D	C	B	A	
			College Grades			
Top Q			6	6	2	14
3rd "		1	6	2		9
2nd "		1	1			2
Low "		1				1
Total		3	13	8	2	26

125 - 375 Enrollment

HS Grades	F	D	C	B	A	
			College Grades			
A			2	10	5	17
B			14	6	1	21
C			6	3		9
D						
Total			22	19	6	47
Per cent			46.8	40.4	12.8	100.0

	F	D	C	B	A	
			College Grades			
Top Q			11	13	6	30
3rd "			11	4		15
2nd "				1		1
Low "				1		1
Total			22	19	6	47

375+ Enrollment

HS Grades	F	D	C	B	A	
			College Grades			
A			1	1		2
B			8	6		14
C	1	1	6	1		9
D						
Total	1	1	15	8		25
Per cent	4.0	4.0	60.0	32.0		100.0

	F	D	C	B	A	
			College Grades			
Top Q			7	5		12
3rd "			5	3		8
2nd "	1		2			3
Low "		1	1			2
Total	1	1	15	8		25

College Towns Enrollment

HS Grades	F	D	C	B	A	
			College Grades			
A			3	10	5	18
B		1	7	21	3	32
C		2	10	5		17
D			2			2
Total		3	22	36	8	69
Per cent		4.3	31.9	52.2	11.6	100.0

	F	D	C	B	A	
			College Grades			
Top Q		1	7	22	7	37
3rd "		2	6	14	1	23
2nd "			6			6
Low "			3			3
Total		3	22	36	8	69

Non-Public Enrollment

HS Grades	F	D	C	B	A	
			College Grades			
A			3	4	4	11
B		2	12	21		35
C		4	14	3	1	22
D			1			1
Total		6	30	28	5	69
Per cent		8.7	43.5	40.6	7.2	100.0
G. Total-Norm	0.4	5.5	43.2	42.0	8.9	100.0

	F	D	C	B	A	
			College Grades			
Top Q			12	19	4	35
3rd "		2	8	7		17
2nd "		3	8	2	1	14
Low "		1	2			3
		6	30	28	5	69

SCATTER DIAGRAMS CONT.

LIBERAL ARTS - Men

0 - 125 Enrollment

HS Grades	F	D	C	B	A	
A		1		3		4
B			8	5		13
C			3	1		4
D						
Total		1	11	9		21
Per cent		4.8	52.4	42.8		100.0

	F	D	C	B	A	
Top Q		1	3	6		10
3rd "			7	3		10
2nd "			1			1
Low "						
Total		1	11	9		21

125 - 375 Enrollment

HS Grades	F	D	C	B	A	
A			2	8	1	11
B			12	11		23
C			10	1		11
D						
Total			24	20	1	45
Per cent			53.3	44.5	2.2	100.0

	F	D	C	B	A	
Top Q			8	14	1	23
3rd "			7	4		11
2nd "			8	1		9
Low "			1	1		2
Total			24	20	1	45

375+ Enrollment

HS Grades	F	D	C	B	A	
A				1	1	2
B			6	3		9
C		1	3			4
D						
Total		1	9	4	1	15
Per cent		6.7	60.0	26.6	6.7	100.0

	F	D	C	B	A	
Top Q			5	4	1	10
3rd "			2			2
2nd "			1			1
Low "		1	1			2
Total		1	9	4	1	15

College Towns Enrollment

HS Grades	F	D	C	B	A	
A				1		1
B		2	1	12	2	17
C		1	12	6		19
D		1				1
Total		4	13	19	2	38
Per cent		10.5	34.2	50.0	5.3	100.0

	F	D	C	B	A	
Top Q		1	3	10	1	15
2nd "		2	5	6	1	14
3rd "		1	4	2		7
Low "			1	1		2
Total		4	13	19	2	38

Non-Public Enrollment

HS Grades	F	D	C	B	A	
A			2	2	6	10
B		1	12	14	1	28
C		4	9	1	1	15
D		1				1
Total		5	24	17	8	54
Per cent		9.3	44.4	31.5	14.8	100.0
G.Total-Norm		6.4	46.8	39.9	6.9	100.0

	F	D	C	B	A	
Top Q		1	8	11	7	27
3rd "		1	7	6		14
2nd "		3	7		1	11
Low "			2			2
		5	24	17	8	54

TEACHER TRAINING - MEN

0 - 125 Enrollment

HS	College Grades					
Grades	F	D	C	B	A	
A			2	2		4
B		1	14	7		22
C	1	4	15	2		22
D		1	1	1		3
Total	1	6	32	12		51
Per cent	2.0	11.8	62.7	23.5		100.0

	College Grades					
	F	D	C	B	A	
Top Q		1	11	7		19
3rd "			10	4		14
2nd "	1	3	6			10
Low "		2	5	1		8
Total	1	6	32	12		51

125 - 375 Enrollment

HS	College Grades					
Grades	F	D	C	B	A	
A			4			4
B		2	3	4	1	10
C		3	26			29
D		1				1
Total		6	33	4	1	44
Per cent		13.6	75.0	9.1	2.3	100.0

	College Grades					
	F	D	C	B	A	
Top Q			6	2		8
3rd "		2	8	2	1	13
2nd "		2	10			12
Low "		2	9			11
Total		6	33	4	1	44

375+ Enrollment

HS	College Grades					
Grades	F	D	C	B	A	
A						
B			3	5		8
C	2	2	15	1		20
D		2	2			4
Total	2	4	20	6		32
Per cent	6.3	12.5	62.5	18.7		100.0

	College Grades					
	F	D	C	B	A	
Top Q			2	3		5
3rd "			2	2		4
2nd "	1	1	12	1		15
Low "	1	3	4			8
Total	2	4	20	6		32

College Towns Enrollment

HS	College Grades					
Grades	F	D	C	B	A	
A						
B			8	5		13
C	1	5	31	4		41
D		5	2			7
Total	1	10	41	9		61
Per cent	1.6	16.4	67.2	14.8		100.0
G.Total-Norm	2.1	13.9	67.0	16.5	0.5	100.0

	College Grades					
	F	D	C	B	A	
Top Q			4	2		6
3rd "		1	10	5		16
2nd "		2	20	2		24
Low "	1	7	7			15
Total	1	10	41	9		61

PRIVATE UNIVERSITIES - MEN

125 - 375 Enrollment

HS	College Grades					
Grades	F	D	C	B	A	
A			1	3		4
B		2	1	4	1	8
C	1		2			3
D						
Total	1	2	4	7	1	15

	College Grades					
	F	D	C	B	A	
Top Q		2	2	7	1	12
3rd "			2			2
2nd "						
Low "	1					1
Total	1	2	4	7	1	15

College Towns Enrollment

HS	College Grades					
Grades	F	D	C	B	A	
A			4	5		9
B		1	2	2		5
C		1	1	2		4
D						
Total		2	7	9		18

	College Grades					
	F	D	C	B	A	
Top Q		1	6	9		16
3rd "						
2nd "		1	1			2
Low "						
Total		2	7	9		18

TEACHER TRAINING - Women

0 - 125 Enrollment

HS		College Grades				
Grades	F	D	C	B	A	
A			1	8	3	12
B		4	14	11		29
C		3	15	1		19
D		1	1			2
Total		8	31	20	3	62
Per cent		12.9	50.0	32.3	4.8	100.0

		College Grades				
	F	D	C	B	A	
Top Q		3	4	16	3	26
3rd "		2	13	1		16
2nd "		1	11	2		14
Low "		2	3	1		6
Total		8	31	20	3	62

125 - 375 Enrollment

HS		College Grades				
Grades	F	D	C	B	A	
A				7	4	11
B		2	19	21	2	44
C	1	6	22	3		32
D						
Total	1	8	41	31	6	87
Per cent	1.2	9.2	47.1	35.6	6.9	100.0

		College Grades				
	F	D	C	B	A	
Top Q			10	19	6	35
3rd "		3	21	9		33
2nd "		1	9	3		13
Low "	1	4	1			6
Total	1	8	41	31	6	87

375+ Enrollment

HS		College Grades				
Grades	F	D	C	B	A	
A			1	2		3
B			8	9	1	18
C			5	1		6
D						
Total			14	12	1	27
Per cent			51.9	44.4	3.7	100.0

		College Grades				
	F	D	C	B	A	
Top Q			5	11	1	17
3rd "			7	1		8
2nd "			2			2
Low "						
Total			14	12	1	27

College Towns Enrollment

HS		College Grades				
Grades	F	D	C	B	A	
A				3	2	5
B		2	12	21		35
C		2	27			29
D		2				2
Total		6	39	24	2	71
Per cent		8.5	54.9	33.8	2.8	100.0

		College Grades				
	F	D	C	B	A	
Top Q			9	21	2	32
3rd "		2	12	3		17
2nd "		1	16			17
Low "		3	2			5
Total		6	39	24	2	71

Non-Public Enrollment

HS		College Grades				
Grades	F	D	C	B	A	
A			1			1
B			2	3		5
C		1	2			3
D						
Total		1	5	3		9
per cent		11.1	55.6	33.3		100.0
G.Total-Norm	0.4	9.0	50.8	35.1	4.7	100.0

		College Grades				
	F	D	C	B	A	
Top Q			1			1
3rd "			4	3		7
2nd "		1				1
Low "						
Total		1	5	3		9

PRIVATE UNIVERSITIES - MEN
Non-Public Enrollment

HS Grades	F	D	C	B	A	
		College Grades				
A		1	1	1		3
B		1	5	3		9
C		1	8	1		10
D			1			1
Total		3	15	5		23

	F	D	C	B	A	
		College Grades				
Top Q		2	3	3		8
3rd "			6	2		8
2nd "			5			5
Low "		1	1			2
Total		3	15	5		23

ALL LIBERAL ARTS - MEN

HS Grades	F	D	C	B	A	
		College Grades				
A			5	1	1	7
B		1	12			13
Total		1	17	1	1	20

	F	D	C	B	A	
		College Grades				
Top Q			11	7	1	19
3rd "		1				1
Total		1	11	7	1	20

TECHNOLOGICAL - MEN

HS Grades	F	D	C	B	A	
		College Grades				
A			3		1	4
B		2	8	13	1	24
C		2	11	2		15
D			1			1
Total		4	23	15	2	44

	F	D	C	B	A	
		College Grades				
Top Q		1	7	9	2	19
3rd "		2	10	4		16
2nd "		1	5	2		8
Low "			1			1
Total		4	23	15	2	44

JUNIOR COLLEGE - MEN
0 - 125 Enrollment

HS Grades	F	D	C	B	A	
		College Grades				
A						
B		1	7	3		11
C		3	3			6
D			1			1
Total		4	11	3		18

	F	D	C	B	A	
		College Grades				
Top Q			4	3		7
3rd "		1	5			6
2nd "		2	2			4
Low "		1				1
Total		4	11	3		18

125 - 375 Enrollment

HS Grades	F	D	C	B	A	
		College Grades				
A					1	1
B		2	4	3		9
C		2	10			12
D						
Total		4	14	3	1	22

	F	D	C	B	A	
		College Grades				
Top Q			1	2	1	4
3rd "		3	5	1		9
2nd "			7			7
Low "		1	1			2
Total		4	14	3	1	22

College Towns Enrollment

HS Grades	F	D	C	B	A	
		College Grades				
A		1				1
B			2	2		4
C		2	8	3		13
D			3			3
Total		3	13	5		21

	F	D	C	B	A	
		College Grades				
Top Q		1		1		2
3rd "		1	4	2		7
2nd "		1	4	1		6
Low "			5	1		6
Total		3	13	5		21

PRIVATE UNIVERSITIES - Women

125+ Through Group

HS	College Grades					
Grades	F	D	C	B	A	
A			1	9	2	12
B	1		8	8		17
C			8			8
D						
Total	1		17	17		37

	College Grades					
	F	D	C	B	A	
Top Q			11	17	2	30
3rd "	1		4			5
2nd "						
Low "			2			2
Total	1		17	17	2	37

LIBERAL ARTS, Non-sectarian - Women

HS	College Grades					
Grades	F	D	C	B	A	
A			1	4		5
B			4	1		5
C			2			2
Total			7	5		12

	College Grades					
	F	D	C	B	A	
Top Q			5	5		10
3rd "			2			2
2nd "						
Total			7	5		12

JUNIOR COLLEGE - Women

0 - 125 Enrollment

HS	College Grades					
Grades	F	D	C	B	A	
A				1		1
B				2		2
C		1	3	1		5
D		1				1
Total		2	3	4		9

	College Grades					
	F	D	C	B	A	
Top Q				3		3
3rd "						
2nd "		1				1
Low "		1	3	1		5
Total		2	3	4		9

125 - 375 Enrollment

HS	College Grades					
Grades	F	D	C	B	A	
A				4	1	5
B			5	11		16
C			10	2		12
D						
Total			15	17	1	33

	College Grades					
	F	D	C	B	A	
Top Q			2	11	1	14
3rd "			5	6		11
2nd "			4			4
Low "			4			4
Total			15	17	1	33

375+ Enrollment

HS	College Grades					
Grades	F	D	C	B	A	
A						
B			4	3	1	8
C		1	1	2		4
Total		1	5	5	1	12

	College Grades					
	F	D	C	B	A	
Top Q			3	2	1	6
3rd "		1	1	3		5
2nd "				1		1
Total		1	4	6	1	12

SUMMARY

This second report on Montana High School graduates in college has its chief value in its description of these students in relation to high school and college. An attempt has been made to report on college enrollment, retention, and first year success of these students on the basis of retention and college grades.

Considerable detailed information has been presented without attempting to evaluate the information extensively and with little attempt to form any definite conclusions or judgments. It is planned to continue the survey of the 1958 graduate group and a more thorough analysis can be made when more data is available.

College enrollment for Montana high school graduates enrolling the year following graduation has shown a consistent pattern for the past seven years, with approximately 40 per cent of the men and 35 per cent of the women enrolling in college. College enrollment increases are based on larger numbers of graduates rather than the per cent enrolling. College enrollment for the 1958 graduates was 38.7 per cent. Forty-two and two-tenths per cent of the men and 35.3 per cent of the women. Enrollment by high school rank (quarters) included 67.0 per cent of the top quarter graduates, 43.3 per cent of the third quarter, 29.3 per cent of the second quarter, and 15.2 per cent of the low quarter. Of the top 10 per cent in high school rank, 79.4 per cent enrolled in college.

Approximately half of the 1958 graduates attended public universities. Major enrollment was in public universities, teacher training institutions, and liberal arts colleges.

Information concerning transfer students shows that 9.7 per cent of the men and 7.5 per cent of the women enrolled in college transferred to another college during the first year or at the beginning of the second year.

Retention data indicates that approximately 70 per cent of the men and 69 per cent of the women enrolling for college returned for the second year. By high school quarter rank, men showed a high return for the top quarter, and a progressively lower return through each of the lower three fourths. Women showed a much lower return for the top quarter, somewhat lower returns for other quarters. Retention rates were definitely lower for students enrolling in the local college. Approximately 10 per cent of men enrolled from the upper tenth did not return to college in 1959.

A comparison of high school and college GPA indicates that, for the 1958 graduates, grades for men were at somewhat the same levels for the larger schools and for non-public schools. Some difference appeared for men from the 375 plus size school group. Grades for men from schools up to 125 enrollment were higher for high school GPA and lower for college than for other groups. Women had higher grades for both high school and college than men. Women from the smaller schools made lower grades in colleges than other groups of women but had a higher GPA than received by men.

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Appendix

A. Tables

B. Participating Institutions

TABLE XXX

NUMBER AND PER CENT OF MONTANA HIGH SCHOOL GRADUATES OF THE PREVIOUS

School Size		1952-53*		1953-54*		1954-55*	
		Men	Women	Men	Women	Men	Women
0 - 125	Number of Grads.	566	572	608	546	609	606
	No. to Higher Ed.	171	201	174	173	163	221
	Percentage	30.2	35.1	28.6	31.7	26.8	36.5
	Total Per cent	32.7		30.1		31.6	
125 - 375	Number of Grads.	670	680	684	716	713	792
	No. to Higher Ed.	241	238	245	251	276	325
	Percentage	36.0	35.0	35.8	35.1	38.7	41.0
	Total Per cent	35.5		35.4		40.0	
376 - up	Number of Grads.	332	384	392	392	394	448
	No. to Higher Ed.	123	117	129	136	135	150
	Percentage	37.0	30.5	32.9	34.7	34.3	33.5
	Total Per cent	33.5		33.8		33.8	
College Towns	No. of Grads.	860	872	811	904	901	947
	No. to Higher Ed.	418	362	398	385	447	414
	Percentage	48.6	41.5	49.0	42.6	49.6	43.7
	Total Per cent	45.0		45.7		46.6	
Non-Public	Number of Grads.	108	219	204	249	218	288
	No. to Higher Ed.	57	83	116	131	125	121
	Percentage	52.8	37.9	56.8	52.6	57.3	42.0
	Total Per cent	42.8		54.5		48.6	
Total Public Schools	No. of Grads.	2428	2508	2495	2558	2617	2793
	No. to Higher Ed.	953	918	946	945	1021	1110
	Percentage	39.3	36.6	37.9	36.9	39.0	39.7
	Total Per cent	37.9		37.4		39.4	
Total all Schools	Number of Grads.	2536	2727	2699	2807	2835	3081
	No. to Higher Ed.	1010	1001	1062	1076	1146	1231
	Percentage	39.8	36.7	39.3	38.3	40.4	40.0
	Total Per cent	38.2		38.8		40.2	

*Graduates of previous year's class (e. g. June, 1952 graduates enrolled in college 1952-53, as reported by school administrators in Form B summer reports)

APPENDIX A: TABLES

YEAR'S CLASS ENROLLED IN INSTITUTIONS OF HIGHER LEARNING

1955-56*		1956-57*		1957-58*		1958-59*	
Men	Women	Men	Women	Men	Women	Men	Women
593	589	587	532	596	608	698	656
189	198	172	186	200	181	235	181
31.9	33.6	29.3	35.0	33.6	29.8	33.7	27.6
32.7		32.0		31.6		30.7	
766	775	852	826	833	796	871	902
295	273	310	317	321	255	349	310
38.5	35.2	36.4	38.4	38.5	32.0	40.1	35.6
36.9		37.4		35.4		37.2	
431	467	443	442	504	455	430	470
144	159	139	158	186	144	182	143
33.4	34.0	31.4	35.7	36.9	31.6	42.3	30.4
33.7		33.6		34.4		36.1	
888	1010	951	1026	1036	1043	1145	1134
400	463	481	478	479	397	529	475
45.0	45.8	50.6	46.6	46.2	38.1	46.2	41.9
45.5		48.5		42.1		44.1	
206	318	271	316	303	315	282	340
117	154	147	169	153	134	150	128
56.8	48.4	54.2	53.4	50.5	42.5	53.2	37.6
51.7		53.8		46.4		44.7	
2678	2841	2833	2826	2969	2902	3144	3162
1028	1093	1102	1139	1186	977	1295	1109
38.4	38.5	38.9	40.3	40.0	33.7	41.1	35.1
38.4		39.6		36.8		38.1	
2884	3159	3104	3142	3272	3217	3426	3502
1145	1247	1249	1308	1339	1111	1445	1237
39.7	39.5	40.2	41.6	40.9	34.6	42.2	35.2
39.6		40.9		37.8		38.7	

TABLE XXXI

COUNTY OR DISTRICT DISTRIBUTION OF 1958 MONTANA HIGH SCHOOL GRADUATES ENROLLING IN COLLEGE, AUTUMN 1958, AND RETURNING ENROLLEES, AUTUMN 1959

	Men					Women				
	1958			1959		1958			1959	
County or District Area	Number Graduates	No. Enr.	%	Enr.	%	Number Graduates	No. Enr.	%	Enr.	%
Beaverhead	27	19	70	12	44	30	11	37	6	20
Bighorn	53	33	62	16	30	58	20	34	14	24
Blaine	46	13	28	9	20	36	16	44	6	16
Broadwater	19	7	37	5	26	19	6	32	5	26
Carbon	63	16	25	11	17	61	19	31	14	23
Carter	11	2	18	1	9	15	4	27	4	27
Cascade	260	108	42	83	32	255	92	36	67	26
Choteau	343	20	47	13	30	34	13	38	9	26
Custer	61	28	46	21	35	51	23	45	14	27
Daniels	20	9	45	9	45	29	16	55	12	41
Dawson	45	28	62	18	40	60	31	52	22	37
Deer Lodge	80	36	45	22	28	83	27	33	21	25
Fallon	17	10	58	6	35	31	10	32	8	26
Fergus	72	30	42	21	29	84	29	35	20	24
Flathead	195	77	39	57	29	190	61	32	46	24
Gallatin	151	77	51	55	36	142	59	42	39	28
Garfield	6	4	67	2	33	16	5	31	4	25
Glacier	48	19	40	15	31	46	17	37	8	17
Golden Valley	9	2	22	1	11	11	3	27	2	18
Granite	21	6	29	5	24	20	7	35	5	20
Hill	70	30	45	18	26	100	39	39	27	27
Jefferson	24	11	46	8	33	24	9	38	7	29
Judith Basin	23	11	48	5	22	16	3	19	3	19
Lake	79	26	33	15	19	75	13	17	10	13
Lewis and Clark	138	66	48	55	40	123	56	46	41	33
Liberty	24	13	54	7	29	16	4	25	2	13
Lincoln	47	15	32	9	19	62	18	29	15	24
Madison	33	11	33	5	15	31	10	32	4	13
McCone	19	4	21	2	11	18	4	22	0	0
Meagher	8	5	63	4	50	8	3	38	1	13
Mineral	21	7	33	4	19	17	5	29	3	18
Missoula	216	97	45	76	35	228	92	40	60	26
Musselshell	16	4	25	4	25	31	10	32	7	23
Park	86	38	44	24	28	75	24	32	18	24
Petroleum	7	3	43	1	14	6	1	17	1	17
Phillips	36	15	42	12	33	46	20	43	11	24
Pondera	49	23	47	18	37	43	22	51	14	33
Powder River	17	5	29	4	24	11	1	9	1	9
Powell	43	13	30	10	23	34	11	32	8	24
Prairie	15	9	60	6	40	12	6	50	6	50

TABLE XXXI - Continued

	Men					Women				
	1958			1959		1958			1959	
County or District Area	Number Graduates	No. Enr.	%	Enr.	%	Number Graduates	No. Enr.	%	Enr.	%
Ravalli	75	19	25	14	19	89	26	29	18	20
Richland	71	33	46	22	31	68	13	19	10	15
Roosevelt	80	30	38	18	23	79	25	32	17	22
Rosebud	25	4	16	4	16	24	6	25	5	21
Sanders	48	16	33	9	19	50	9	18	7	14
Sheridan	47	16	34	14	30	44	12	27	8	18
Silver Bow	220	101	46	75	34	244	73	30	52	21
Stillwater	41	14	34	7	17	41	17	41	7	17
Sweet Grass	25	5	20	2	8	24	5	21	5	21
Teton	52	30	58	21	40	54	20	37	16	30
Toole	51	20	39	15	29	41	14	34	11	27
Treasure	4	1	25	1	25	7	3	43	2	29
Valley	56	14	25	7	13	81	24	30	14	17
Wheatland	27	15	56	10	37	17	2	12	1	6
Wibaux	5	3	60	2	40	4	2	50	1	25
Yellowstone	381	174	46	118	31	388	166	43	101	26
Totals	3426	1445	42.2	1008	29.4	3502	1237	35.3	840	24.2

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APPENDIX B: PARTICIPANTS

PARTICIPATING INSTITUTIONS IN WHICH 1958 MONTANA HIGH SCHOOL GRADUATES ENROLLED

State or Municipally Operated Universities

Alaska: University of Alaska, Fairbanks

Arizona: University of Arizona, Tucson   Arizona State University, Tempe

Canada: University of British Columbia, Vancouver

Colorado: University of Colorado, Boulder   Colorado State University, Fort Collins

Idaho: University of Idaho, Moscow

Iowa: Iowa State College, Ames   State University of Iowa, Iowa City

Kansas: Kansas University, Lawrence

Maryland: University of Maryland, College Park and Baltimore

Michigan: Michigan State University, East Lansing   University of Michigan, Ann Arbor

Minnesota: University of Minnesota, Minneapolis

Montana: Montana State University, Missoula   Montana State College, Bozeman

Nebraska: University of Nebraska, Lincoln

North Dakota: North Dakota Agricultural College, Fargo   University of North Dakota, Grand Forks

Ohio: University of Toledo, Toledo

Oklahoma: Oklahoma University, Norman

Oregon: University of Oregon, Eugene   Oregon State College, Corvallis

Pennsylvania: Pennsylvania State University, University Park

Utah: Utah State University, Logan   University of Utah, Salt Lake City

Washington: Washington State University, Pullman   University of Washington, Seattle

Wyoming: University of Wyoming, Laramie

Private Universities*

California: Stanford University, Stanford

Colorado: University of Denver (s), Denver

District of Columbia: American University (s), Washington   George Washington University, Washington

Illinois: Chicago University, Chicago   Northwestern University, Evanston

*s denotes sectarian institution. Those not designated are non-sectarian or under independent control.

APPENDIX B: PARTICIPANTS

Participating Institutions in which 1958 Montana High School Graduates Enrolled

Private Universities* - Continued

Maryland: John Hopkins University, Baltimore

Massachusetts: Harvard University, Cambridge

Oregon: Pacific University, Forest Grove (s) Portland University (s), Portland

Oklahoma: Phillips University, Enid (s)

Rhode Island: Brown University, Providence

Texas: Baylor University (s), Waco Texas Christian University (s), Fort Worth

Utah: Brigham Young University (s), Provo

Washington: Gonzaga University, Spokane (s) Seattle University (s), Seattle

Wisconsin: Marquette University, Milwaukee

Liberal Arts Colleges

California: Mills College, Oakland Pomona College, Claremont

Colorado: Loretto Heights, Loretto

Connecticut: Wesleyan, Middletown

Idaho: Northwest Nazarene, Nampa Ricks College, Rexbury

Illinois: North Park College and Theo Seminary, Chicago Principia College, Elsah
Quincy College, Quincy Rosary College, River Forest Wheaton College, Wheaton

Indiana: Anderson College and Theo Seminary, Anderson St. Mary's of the Woods, St. Mary / Woods

Iowa: Cornell College, Mt. Vernon Grinnell College, Grinnell Loras College, Dubuque
Luther College, Decorah Westmar College, Lemars

Kansas: Bethel College, North Newton Ottawa University, Ottawa
St. Mary's College, St. Mary's Tabor College, Hillsboro

Massachusetts: Amherst College, Amherst Radcliffe, Cambridge Smith, Boston
Wellesley College, Wellesley Williams, Williamstown

Michigan: Calvin College, Grand Rapids

Minnesota: Bethel College and Seminary, St. Paul Carleton, Northfield
College of St. Teresa, Winona Concordia, Moorhead
Gustavus Adolphus, St. Peter Maclester, St. Paul
Northwestern College, Minneapolis St. Catherine College, St. Paul
St. John's University, Collegeville St. Olaf, Northfield
St. Paul's Bible College, St. Paul

*s denotes sectarian institution. Those not designated are non-sectarian or under independent control.

APPENDIX B: PARTICIPANTS

Participating Institutions in which 1958 Montana High School Graduates Enrolled

Liberal Arts Colleges - Continued

Missouri: Lindenwood College for Women, St. Charles

Montana: Carroll College, Helena
College of Great Falls, Great Falls
Rocky Mountain College, Billings

Nebraska: Dana College, Blair
St. Mary's College, Omaha
Midland College, Femont
Union College, Lincoln

New Hampshire: Dartmouth, Hanover

New York: Hobart College, Geneva
Iona College, New Rochelle

North Dakota: Jamestown College, Jamestown

Oregon: Cascade College, Portland
Linfield College, McMinnville
Multnomah Bible, Portland
Pacific Bible, Portland
Lewis and Clark College, Portland
Marylhurst, Portland
Northwest Christian, Eugene
Reed College, Portland

South Carolina: Bob Jones University, Greenville
South Dakota: Huron College, Huron
St. Marty College, Yankton
Virginia: Randolph-Macon College, Ashland

Washington: College of Puget Sound, Tacoma
Northwest Bible, Seattle
St. Edwards Seminary, Kenmore
Whitman College, Walla Walla
Holy Names, Spokane
Pacific Lutheran, Parkland
Walla Walla College, College Place
Whitworth College, Spokane

Wisconsin: Beloit College, Beloit
Milwaukee-Downer College, Milwaukee

Teacher Training Institutions

Colorado: Adams State College, Alamosa
Colorado State College of Education, Greeley

District of Columbia: Gallaudet College

Idaho: Lewis and Clark Normal, Lewiston

Montana: Eastern Montana College of Education, Billings
Northern Montana College of Education, Havre
Western Montana College of Education, Dillon

New Mexico: New Mexico Highlands University, Las Vegas

North Dakota: Dickinson State Teachers College, Dickinson
Minot " " " , Minot

Oklahoma: Panhandle A. & M., Goodwell

Oregon: Southern Oregon College of Education, Ashland

South Dakota: Northern State Teachers College, Aberdeen

Texas: Southwest Texas State Teachers College, San Marcos

Washington: Central Washington College of Education, Ellensburg
Eastern Washington College of Education, Cheney

APPENDIX B: PARTICIPANTS

Participating Institutions in which 1958 Montana High School Graduates Enrolled Page 4

Technological Institutions, Federal Military Training Institutions, Miscellaneous Professional Schools

California: California Institute of Technology, Pasadena

Colorado: Colorado School of Mines, Golden
U. S. Air Force Academy, Colorado Springs

Massachusetts: Massachusetts Institute of Technology, Cambridge

Missouri: St. Louis University (Technological division), St. Louis

Montana: Montana School of Mines, Butte

New York: Rensselaer Poly Institute, Troy
Webb Institute of Naval Arch, Glenn Cove, Long Island
U. S. Military Academy, West Point

Missouri: Logan Basic College of Chiropractic, St. Louis

Junior Colleges

Arizona: Phoenix Junior College, Phoenix

California: Ambassador College
Fullerton Junior College, Fullerton
Modesto Junior College, Modesto
Napa Junior College, Napa
Oakland City College, Oakland
Pasadena City College, Pasadena
Santa Ana College, Santa Ana
American, River, Sacramento
Los Angeles Valley Junior College, Van Nuys
Monterey Peninsula College, Monterey
Northrop Aero Inst of Tech, Inglewood
Oceanside-Carlsbad College, Oceanside
Riverside College, Riverside
Vallejo Junior College, Vallejo

Colorado: Colorado Woman's College, Denver

Idaho: Lewis and Clark Normal, Lewiston
North Idaho Junior College, Coeur d'Alene

Iowa: Grand View College, Des Moines
Ottumwa Heights, Ottumwa

Minnesota: Hibbing Junior College, Hibbing
North Central Bible Institute, Minneapolis

Missouri: Cottey College, Nevada
Wentworth Military Academy, Lexington

Montana: Custer County Junior College, Miles City
Dawson County Junior College, Glendive

Oregon: Concordia College, Portland
Oregon Technical Institute, Klamath Falls

South Dakota: Freeman Junior College, Freeman

Utah: Dixie Junior College, St. George

Washington: Centralia Junior College, Centralia
Gray's Harbor Junior College, Aberdeen
Everett Junior College, Everett
Kingsgarden

Wyoming: Northern Wyoming Community, Sheridan
Northwest Community, Powell

APPENDIX B: PARTICIPANTS

Participating Institutions in which 1958 Montana High School Graduates Enrolled

Bible Colleges

Arizona: Cook Christian Training Institute

Canada: Hill Crest Bible Institute, Three Hills, Alberta
Regina Bible College

Illinois: Moody Bible Institute, Chicago

Missouri: Evangel College, Springfield

Nebraska: Omaha Baptist Bible Institute, Omaha

Oregon: Bible Standard College, Eugene